DOCUMENT RESUME

ED 238 599 RC 014 131

TITLE Promising Practices. Migrant Child Education - Region II.
INSTITUTION Migrant Child Education--Region II, Oroville, CA.
PUB DATE [82]
NOTE 74p.; Some charts and photographs may not reproduce well.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Elementary Secondary Education; English (Second Language); *Family Programs; Migrant Children; *Migrant Education; *Migrant Programs; Program Descriptions; Secondary Education; *Secondary School Students; Spanish Speaking; Supplementary Education; *Teacher Education
IDENTIFIERS PF Project

ABSTRACT

Descriptions of 15 programs developed by Migrant Child Education - Region II in northern California are presented. The programs are primarily for migrant secondary students, migrant families, and migrant teachers. Programs intended to meet the special needs of secondary students include: (1) a paraprofessional school advisor program; (2) a microcomputer-based system for keeping track of students' progress; (3) a health career project in which students work as medical assistants in a health clinic; (4) an evening program based on the 4-H club model; and (5) two summer programs which provide college experience. An additional summer project involves upper elementary grade students in health and fitness activities. Programs designed to assist the whole family include a migrant services aide program, two programs which provide educational opportunities for families, and a 4-H club for junior high school students and their families. Two programs for training teachers in English as a Second Language (ESL) instruction are described as well as an ESL program for migrant students in small districts. The final entry describes a human development program for staff, students, and parents. (DC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED238599

PROMISING PRACTICES

Administered through the Office of the Butte County Superintendent of Schools
DUANE G. POWERS, Superintendent
A Component of the California Master Plan for Migrant Education
E.S.E.A., Title 1, P.L. 95-561
FRANK LUDOVINA, Director
2060 Third Street - Oroville, California 95965-3499
Telephone: (916) 533-2333

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Deborah Mounts

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

RC014131

PROMISING PRACTICES

A Manual of New Programs Piloted by Migrant Child Education - Region II

I.	Introduction	II
II.	Acknowledgements	IV
III.	Overview/Map	V
IV.	Meeting the Special Needs of High School Students	1
	A. New Practices	2
	1. The Secondary School Advisor Concept	3
	2. Secondary Students' Accountability Model	10
	3. Careers in Health	14
	4. Challenge	19
	B. Innovative Summer Projects	22
	1. Adelante	23
	2. College Bound	30
	3. Have a Healthy Heart	36
V.	Reaching Out to the Whole Family	38
	A. Migrant Services Aide	39
	B. Proyecto La Comunidad	43
	C. La Familia	48
	D. La Juventud Mexicana 4-H Club	50
VI.	Training for Change	53
	A. D.L.I.	54
	B. Q.S.E.	56
	C. E.S.L. Teacher	58
	D. Human Development Program	60

INTRODUCTION

THE SPECIAL NATURE OF THE REGIONAL CONCEPT OF THE MIGRANT CHILD EDUCATION PROGRAM HAS GIVEN TO THE STAFF OF REGION II A PARTICULAR LUXURY AND BURDEN. THESE CONTRADICTORY CHARACTERISTICS EXIST BECAUSE THE MIGRANT CHILD EDUCATION PROGRAM IS CHARGED WITH THE RESPONSIBLIITY TO DO SOMETHING THAT THE SCHOOL DISTRICTS ARE NOT DOING FOR THE EDUCATION OF MIGRANT CHILDREN. THUS, REGIONAL STAFF HAVE A TREMENDOUS BURDEN. THEIR ASSIGNMENT IS NOT JUST TO TEACH, TO TRAIN, TO PROVIDE SUPPORTIVE ASSISTANCE, BUT IT IS ALSO TO CHANGE. THIS BURDEN, TO PROMOTE CHANGE, TO PROVIDE FOR NEEDS OVER AND ABOVE THOSE PROVIDED BY THE DISTRICTS, ALSO GIVES MIGRANT STAFF THE LUXURY TO INNOVATE. IN FACT, THEY MUST INNOVATE. THEY MUST FIND WAYS TO IMPROVE THE INADEQUATE EDUCATION OF THE MIGRANT CHILD. THIS IS BROUGHT HOME TO FIELD STAFF DAILY WHEN DISTRICT WOES, CUTBACKS, AND INCREASED NEEDS ON THE PART OF MIGRANT FAMILIES MAKE THE PRESENT RESOURCES SEEM INSUFFICENT.

MANY OF THE PROGRAMS DESCRIBED IN THESE PAGES GREW OUT OF THIS KIND OF DESPERATION. THE DEVELOPERS OF THESE PROJECTS FOCUSED ON COMBINING RESOURCES FROM OTHER SOURCES AND ON CUTTING COSTS WHILE TRYING TO FIND SOLUTIONS TO THE PERSISTENT NEEDS OF MIGRANT CHILDREN. IN A SITUATION IN WHICH CHILDREN ARE NOT RESPONDING TO THE SCHOOL ENVIRONMENT, AND ARE IN FACT FAILING IN THAT SYSTEM, THOSE MANDATED TO MAKE THOSE CHILDREN SUCCESSFUL ARE COMPELLED TO CHANGE THE SITUATION.

THESE PROGRAMS REPRESENT JUST A FEW OF MANY THAT ARE CONSTANTLY BEING CREATED TO MEET THE SPECIAL NEEDS OF MIGRANT CHILDREN. THEY EXIST ABOVE AND BEYOND THE BASIC NEEDS PROVIDED BY MIGRANT CHILD EDUCATION IN REGION II. SOME OF THESE ARE NOT SPECIAL PROJECTS AT ALL, BUT INSTEAD ARE JOB DESCRIPTIONS OR MANAGEMENT SYSTEMS THAT WERE DESIGNED TO MAKE THE PROVISION OF SERVICES TO MIGRANT CHILDREN AND THEIR FAMILIES MORE EFFECTIVE. TO THOSE WORKING IN THE REGION SOME OF THESE PRACTICES SEEM NEITHER NEW NOR INNOVATIVE, BUT HAVE BECOME

PART OF THE EVERYDAY MEANS OF PROVIDEING SERVICES FROM MIGRANT CHILD EDUCATION TO MIGRANT STUDENTS.

SOMETIMES IN THE PRESS TO DO MORE, TO ACCOMPLISH THE DAILY TASKS; TO MAINTAIN A PROGRAM AS WELL AS TO KEEP STRIVING TO MAKE CHANGE THAT WILL IMPROVE THE LIVES OF MIGRANT CHILDREN WE LOSE OUR WAY, AND WONDER WHAT WE ARE REALLY ACCOMPLISHING. IT IS HOPED THAT THIS MANUAL WILL GIVE THE STAFF MEMBERS OF REGION II THE OPPORTUNITY TO LOOK AT THEIR WORKS AND APPRECIATE THEIR EFFECTS. THESE ARE EXCITING THINGS THAT ARE AFFECTING THE LIVES OF MANY MIGRANT CHILDREN BOTH DIRECTLY AND INDIRECTLY.

IT IS ALSO HOPED THAT THIS WILL PROVIDE SOME OF THE INFORMATION THAT HAS BEEN REQUESTED BY PEOPLE OUTSIDE OF THE REGION CONCERNING THESE PROGRAMS, AND THAT IT WILL SERVE AS AN INSPIRATION TO THOSE PEOPLE TO CONTINUE TO CREATE ALTERNATIVES TO MEET THE NEEDS OF MIGRANT CHILDREN, AND OTHER CHILDREN WITH SPECIAL EDUCATION NEEDS.

ACKNOWLEDGEMENTS

REGION II HAS FUNCTIONED FOR MANY YEARS UNDER A DIRECTOR WHO HAS EXPRESSED A SENSE OF URGENCY IN MEETING THE NEEDS OF MIGRANT CHILDREN. HIS RECENT DEFINITION OF THE PROGRAM GOAL AS SOCIAL JUSTICE SURPRISED STAFF ONLY IN THAT IT WAS SO CLEAR, SO OBVIOUS, AND SO NEEDED. THIS COLLECTION OF A FEW OF THE MANY PROMISING PRACTICES NOW IN EFFECT IN THE REGION REFLECTS THE INSPIRATION AND ENCOURAGEMENT PROVIDED BY THE DIRECTOR, FRANK LUDOVINA, AND OUR GOAL OF SOCIAL JUSTICE.

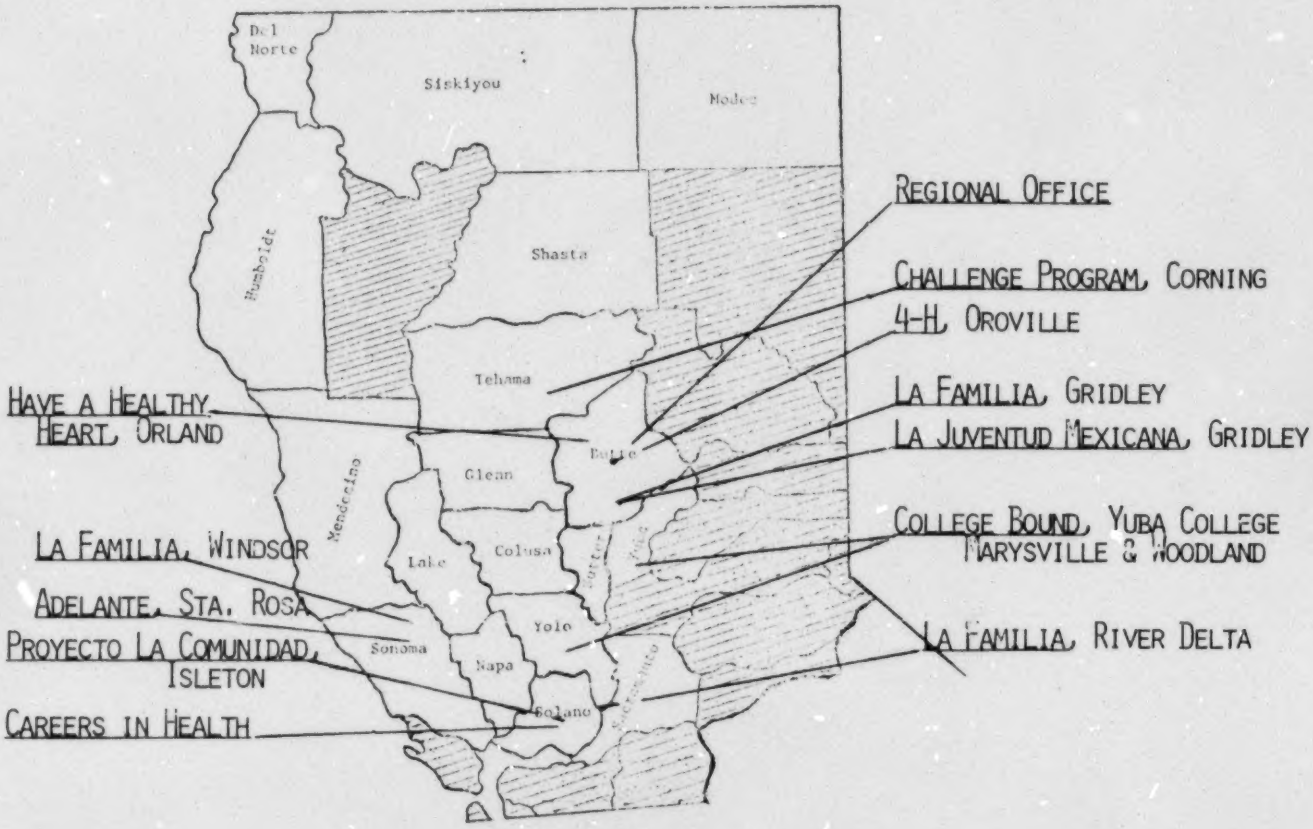
PROMISING PRACTICES IS A PRODUCT OF THE COLLECTIVE EFFORT OF THE STAFF OF REGION II OF THE MIGRANT CHILD EDUCATION PROGRAM IN CALIFORNIA.

THE DIRECTOR, COORDINATORS, RESOURCE TEACHERS, ADVISORS, AIDES AND SECRETARIES CONTRIBUTED KNOWLEDGE, WRITING, PICTURES, EDITING, AND PERSISTENCE TO SEE THE TOTAL PRODUCT COMPLETED. EACH PROJECT WAS WRITTEN BY PEOPLE INVOLVED IN ITS IMPLEMENTATION.

WE WOULD LIKE TO EXTEND SPECIAL THANKS TO CARLOS MEZA, SUSAN MORSE, SHERRY URRIZOLA AND MARIA GONZALEZ FOR THE EXTRA EFFORT AND CONCERN THEY MUSTERED TO MAKE THE IDEA FOR THIS BOOK A REALITY.

REGION II OF MIGRANT CHILD EDUCATION IS ADMINISTERED THROUGH BUTTE COUNTY SCHOOLS SUPERINTENDENT DUANE POWERS. IT HAS BEEN GRANTED FEDERAL FUNDS (E.S.E.A., TITLE I, P.L. 95-561) FOR IMPROVING THE EDUCATION OF MIGRANT CHILDREN. THE REGION PROVIDES SUPPLEMENTARY SERVICES (OVER AND ABOVE THE BASIC PROGRAM PROVIDED FOR ALL CHILDREN) TO PARTICIPATING SCHOOL DISTRICTS THROUGH A SERVICE AGREEMENT.

REGION II ENCOMPASSES 18 COUNTIES THROUGHOUT NORTHERN CALIFORNIA; THE REGIONAL OFFICE BEING LOCATED IN OROVILLE (BUTTE COUNTY), WITH FRANK LUDOVINA, DIRECTOR. THE REGION IS FURTHER DIVIDED INTO FOUR AREA OFFICES: SANTA ROSA (AREA I); WOODLAND (AREA II); YUBA CITY (AREA III); AND OROVILLE (AREA IV).



TOLL FREE NUMBERS	
REGION II	(800) 822-0105
SANTA ROSA	(800) 862-7076
WOODLAND	(800) 952-5369
YUBA CITY	(800) 822-0101
OROVILLE	(800) 822-0102

SELECTED REGION-WIDE PROJECTS

- QSE TRAINING
- DLI TRAINING
- SSAM
- SSA
- MSA
- ESL TEACHER

MEETING THE SPECIAL NEEDS OF MIGRANT HIGH SCHOOL STUDENTS

BUTTE COUNTY SUPERINTENDENT OF SCHOOLS AND MIGRANT CHILD EDUCATION-REGION II BELIEVE THAT EDUCATIONAL AND VOCATIONAL PATTERNS OF ANY SOCIAL GROUP WILL HAVE A PROFOUND EFFECT IN THE SHAPING OF FUTURE EMPLOYMENT OPPORTUNITIES AND ACADEMIC ASPIRATIONS FOR THAT GROUP FOR MANY SUCCEEDING GENERATIONS. HISTORICALLY, MIGRANT STUDENTS DROP-OUT OR DO NOT COMPLETE THEIR HIGH SCHOOL EDUCATION AT OVERWHELMING AND ALARMING RATES. THIS DROP-OUT EPIDEMIC OF MIGRANT SECONDARY STUDENTS NECESSITATES A VARIETY OF APPROACHES TO REMEDY THIS PROBLEM. WHAT IS NEEDED ARE PRACTICAL PROGRAMS THAT WILL WIDEN THE IMMEDIATE EDUCATIONAL AND VOCATIONAL OPPORTUNITIES OF MIGRANT STUDENTS. WE NEED TO PROVIDE IMMEDIATE AND WORKABLE EDUCATIONAL OPPORTUNITIES THAT WILL ALLOW THE STUDENTS TO SUCCEED AND DEVELOP SELF-WORTH. STUDENTS' POTENTIAL CAN BE EXPANDED BY PROVIDING REALISTIC, UNDERSTANDABLE, AND RELEVANT EDUCATIONAL EXPERIENCES THAT WILL SERVE AS SPRING-BOARDS TO SUCCESS. ALTERNATIVES FOR MEETING THE UNIQUE NEEDS OF SECONDARY MIGRANT STUDENTS MUST BE DEVELOPED. SPECIAL PROGRAMS AND SPECIAL SERVICES MUST BE DESIGNED WITH A MEANINGFUL AND REALISTIC APPROACH THAT WILL EXPAND THE INTEGRITY AND PERSONAL PRIDE OF THE MIGRANT CHILD.

NEW PRACTICES

DUE TO THE FACT THAT ELEMENTARY SCHOOLS HAVE BEEN MUCH MORE SUCCESSFUL IN PASSING MIGRANT STUDENTS ON TO SECONDARY SCHOOLS, THE REGION HAS BEEN CHALLENGED IN FINDING WAYS TO RETAIN THESE STUDENTS IN SCHOOL AND ASSIST THE SCHOOLS IN PROVIDING AN EFFECTIVE EDUCATIONAL PROGRAM. THE BULK OF THE REGION'S RESOURCES HAVE BEEN SHIFTED FROM THE ELEMENTARY TO THE SECONDARY SCHOOLS. THIS EMPHASIS UPON SECONDARY SCHOOLS HAS YIELDED ONE OF THE FINEST AND CONTINUALLY IMPROVING GRADUATION RATES NATIONWIDE FOR THE SCHOOLS WITHIN THE REGION.

WE BELIEVE THAT GIVEN LIMITED RESOURCES AND RELATIVE NEEDS OF STUDENTS THAT THE MIGRANT CHILD EDUCATION PROGRAM MUST GIVE HIGH PRIORITY FOR SERVICES TO MIGRANT SECONDARY STUDENTS.

THE FOLLOWING PROJECTS AND DELIVERY STRUCTURES SUGGEST SOME OF THE WAYS THAT THE REGION IS ATTEMPTING TO MEET THE CHALLENGE OF SECONDARY SCHOOL MIGRANT STUDENTS.

THE SECONDARY SCHOOL ADVISOR
(NEVER SAY "NEVER")

A PARAPROFESSIONAL FOCUSING ON MIGRANT HIGH SCHOOL STUDENTS WITH THE INTENT TO

-PULL THEM UP
-BRING THEM BACK
-KEEP THEM IN, AND
-SEND THEM ON (COLLEGE, VOCATIONAL EDUCATION, TRAINING, JOBS, SUCCESS, AND SELF-FULFILLMENT)

TITLE OF PROGRAM: SECONDARY SCHOOLS ADVISOR CONCEPT
CLIENTS SERVED: 7-12 GRADE STUDENTS
CONTACT PERSON: ALICIA GERSALIA
510 COLLEGE ST.
WOODLAND, CA 95695
PHONE NUMBER: (916) 666-1977
LOCATION OF PROGRAM: REGION WIDE

WHAT IS IT?

THE SECONDARY SCHOOL ADVISOR CONCEPT IS A PARAPROFESSIONAL POSITION WHICH WAS INITIATED IN REGION II FOR THE EXPRESS PURPOSE OF ASSISTING SECONDARY STUDENTS IN ORDER THAT THEY NOT DROP-OUT.

AS A PARAPROFESSIONAL, THE ADVISOR ASSISTS CREDENTIALED STAFF IN THE FOLLOWING AREAS:

A. COUNSELING SUPPORT
B. CREDIT ACCRUAL
C. WORK STUDY
D. IDENTIFYING AND REDUCING ELEMENTS IN THE SCHOOL AND COMMUNITY WHICH CONTRIBUTE TO MIGRANT STUDENT DROP-OUT

OBJECTIVES

1. TO ALLEVIATE/REMOVE THE CONDITIONS WHICH RESULT IN THE MIGRANT STUDENTS LEAVING THE SCHOOL BEFORE GRADUATION.
2. TO DEMONSTRATE INCREASED ACADEMIC ACHIEVEMENT AND VOCATIONAL DEVELOPMENT BY PARTICPANTS.
3. TO ASSURE THAT STUDENTS ARE GIVEN CREDIT FOR ALL COURSE WORK THAT CAN FULFILL GRADUATION REQUIREMENTS.
4. TO PROVIDE A WORK OPPORTUNITY WITH A SALARY WHICH WILL REDUCE FAMILY PRESSURES ON THE STUDENT TO DROP-OUT TO EARN MONEY FOR THE FAMILY.

BACKGROUND

CHILDREN OF MIGRATORY FARM WORKERS ENROLLED IN THE CALIFORNIA SECONDARY SCHOOLS ARE OFTEN UNAWARE AND DO NOT TAKE ADVANTAGE OF THE ACADEMIC, CAREER AND VOCATIONAL OPPORTUNITIES AVAILABLE IN THEIR SCHOOLS AND COMMUNITY. THEY ARE USUALLY ASKED TO CONTRIBUTE TO THE FAMILIES' SUPPORT, THUS PREVENTING THEM FROM ATTENDING SCHOOL REGULARLY.

ACCORDING TO THE CALIFORNIA STATE

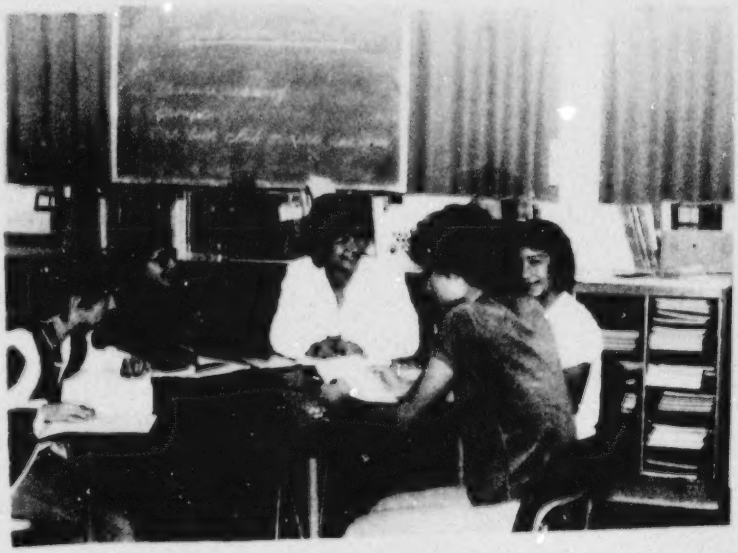
DEPARTMENT OF EDUCATION, MIGRANT STUDENTS AT THE SECONDARY SCHOOL LEVEL HAVE A MUCH HIGHER DROP-OUT RATE THAN NON-MIGRANT STUDENTS. THE AVERAGE NON-MIGRANT HAS A 96% CHANCE OF ENTERING THE TWELFTH GRADE; THE MIGRANT STUDENT HAS A 40% CHANCE OF ENTERING THE NINTH GRADE, AND AN 11% CHANCE OF ENTERING THE TWELFTH GRADE.

THESE CHILDREN, BECAUSE OF RACE, SOCIO-ECONOMIC LEVEL, OR LANGUAGE, OFTEN DON'T IDENTIFY WITH SCHOOL CURRICULUM OR PERSONNEL. EXISTING SCHOOL COUNSELORS ARE USUALLY UNAWARE OF THE NEEDS OF THESE CHILDREN BECAUSE OF LACK OF TRAINING. THESE COUNSELORS ARE USUALLY OVER-LOADED WITH RESIDENT CHILDREN'S PROBLEMS AND ARE, THEREFORE, TOO BOGGED DOWN TO BE AVAILABLE TO STUDENTS WHOSE ATTENDANCE IS SO ERRATIC.

THE SECONDARY SCHOOLS ADVISOR CONCEPT WAS INTRODUCED IN REGION II IN MAY, 1976. THE UNIQUENESS OF THE POSITION IS THAT IT IS A PARAPROFESSIONAL POSITION AS OPPOSED TO A CREDENTIALED ONE. THE SSA IS USUALLY A PERSON WHO HAS WORKED AT THE SECONDARY LEVEL AND HAS HAD EXPERIENCE IN MOST FACETS OF MIGRANT EDUCATION, I.E., INSTRUCTIONAL AIDE, HEALTH AND IDENTIFICATION AIDE, PARENT AND COMMUNITY INVOLVEMENT. THE REGION HAS FOUND THIS POSITION TO BE AN EXCELLENT WAY OF PROMOTING FROM WITHIN. COST TO THE REGION IS MINIMAL SINCE THE SSA, BEING UNCREDENTIALED, IS PAID CLASSIFIED WAGES. THE CONTRIBUTION GIVEN TO THE MIGRANT CHILDREN, THOUGH, HAS BEEN PROVEN INVALUABLE.

ANOTHER UNIQUE ASPECT OF THE SSA CONCEPT IS THAT THE POSITION ADHERES TO REGION II'S PHILOSOPHY OF "TEAMING". THIS MEANS THAT SSA'S AS PARAPROFESSIONALS WILL ASSIST SCHOOL PERSONNEL IN MEETING THE NEEDS OF MIGRANT STUDENTS. THE ADVISOR ASSISTS THE STUDENTS IN USING ALL SCHOOL AND COMMUNITY RESOURCES TO THEIR FULLEST ADVANTAGE.

SINCE ADVISORS ARE NOT CREDENTIALED COUNSELORS, THE SCHOOLS CANNOT, BY LAW, EXPECT THE ADVISOR TO TAKE ON A COUNSELING LOAD, THUS KEEPING THE ADVISOR ROLE SUPPLEMENTARY AND HELPING THE STUDENTS TO HAVE AS MUCH DIRECT CONTACT WITH REGULAR SCHOOL PERSONNEL AS POSSIBLE. IN ESSENCE, THE ADVISOR IS MORE OF A LIAISON AND ADVOCATE FOR THE STUDENTS, RATHER THAN JUST ANOTHER ADDITION TO THE SCHOOL STAFF.



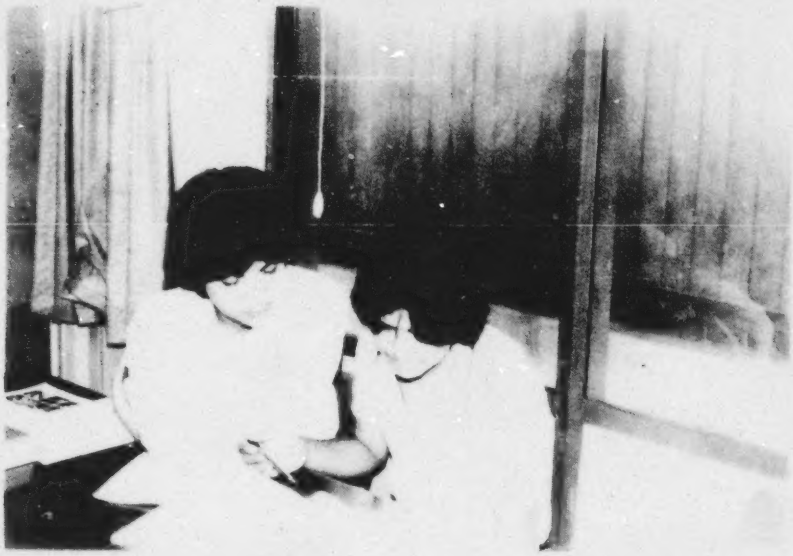
SECONDARY SCHOOL ADVISORS' DUTIES

THE ADVISORS' DUTIES ARE ESSENTIALLY TO TRY TO MEET THE GOALS OUTLINED PREVIOUSLY, IN AS SUPPLEMENTARY A FASHION AS POSSIBLE. SOME OF THESE DUTIES ARE:

A. COUNSELING SUPPORT
   1. ASSIST IN IDENTIFYING PROBLEMS OF STUDENTS
   2. ASSIST IN FINDING SOLUTIONS
      A) REFERRING STUDENTS TO AGENCIES
      B) WORKING WITH WORK EXPERIENCE ADVISORS TO DIAGNOSE APPTITUDE, ABILITIES, & INTERESTS
   3. ASSIST COLLEGES AND UNIVERSITIES IN RECRUITMENT OF MIGRANT STUDENTS
      A) FINANCIAL AID
      B) SCHOLARSHIPS
      C) VISITS TO COLLEGES AND UNIVERSITIES
   4. RECRUITMENT OF DROP-OUTS
   5. FINDING WAYS TO MAKE SCHOOL LIFE MEANINGFUL TO MIGRANT STUDENTS

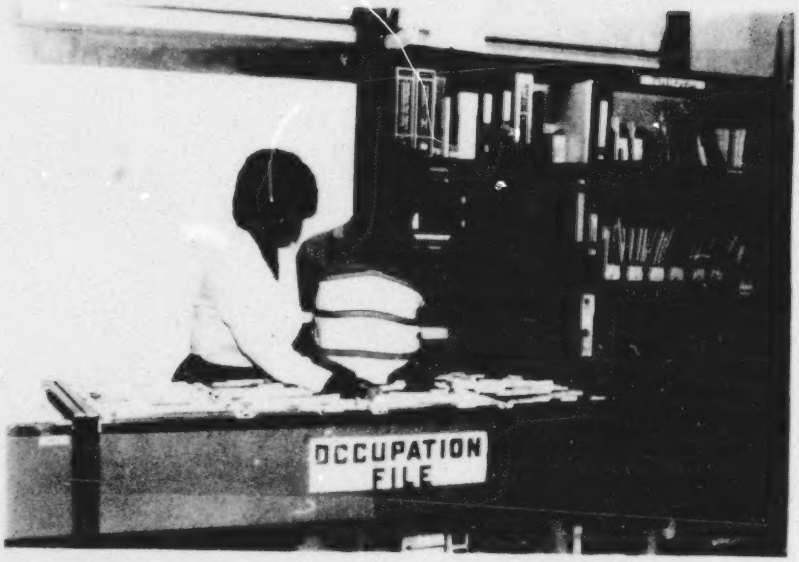
B. CREDIT ACCRUAL
   1. ASSISTS IN EVALUATING SCHOOL WORK
   2. FINDS METHODS AND INSTITUTIONS TO PROVIDE ALTERNATIVE MEANS OF CREDIT ACCUMULATION
      A) ADULT EDUCATION
      B) COMMUNITY COLLEGES
      C) INDEPENDENT STUDY
      D) P.A.S.S. (PARLIER HIGH SCHOOL PROJECT)
   3. STUDENT PROFILE
      A) DEFICIENCY NOTICES
      B) REPORT CARDS
      C) LETTERS OF COMMENDATION FROM EMPLOYERS AND SCHOOLS
      D) PARENT CONTACTS (WORK, SOCIAL, & ACADEMIC RELATED)
   4. PERIODIC GRADUATION CHECK
      A) CREDITS NEEDED TO GRADUATE
      B) REQUIRED COURSES TO BE TAKEN

C. WORK STUDY
   1. ASSISTS CAREER COUNSELORS IN CONTACTING MIGRANT STUDENTS ABOUT AVAILABLE JOBS
   2. REFERS STUDENTS TO CAREER COUNSELORS, JOB SITES IN PUBLIC AND PRIVATE SECTORS
   3. ASSISTS STAFF IN DEVELOPING VOCATIONAL AND CAREER CURRICULUM AS PERTAIN TO THE NEEDS OF MIGRANT CHILDREN
      A) WORK RELATED SKILLS
      B) INCREASING RESPONSIBILITY, AWARENESS
      C) ENHANCING SELF-WORTH
   4. COORDINATES AND DEVELOPS JOBS USING MIGRANT CHILD EDUCATION FUNDS AND OTHER PROGRAM SOURCES.



Tell me
I forget

Show me
I remember



Involve me
I understand

ADVISORS' ROLE IN BUILDING A POSITIVE SCHOOL ATMOSPHERE:

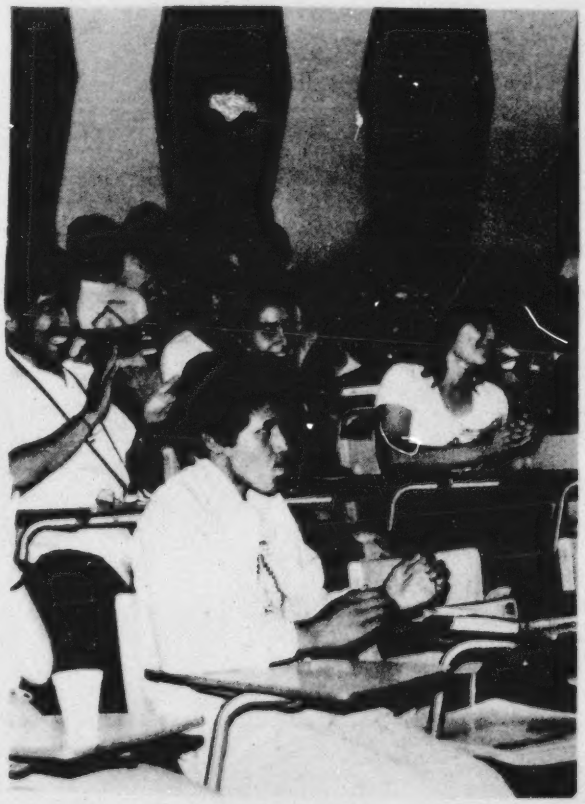
BUILDING A POSITIVE SCHOOL ATMOSPHERE FOR THE MIGRANT CHILD IS AN ESSENTIAL PART OF THE ADVISOR'S ROLE. HELPING BUILD POSITIVE RELATIONSHIPS WITH PEERS AND SCHOOL STAFF, ENHANCING SELF-ESTEEM AND IMPLEMENTING STRATEGIES WHICH HELP THE MIGRANT STUDENT SUCCEED IS USUALLY ACCOMPLISHED IN GREAT PART BY FORMING MIGRANT CLUBS WITHIN THE SCHOOL.

CLUBS-A SENSE OF IDENTITY:

REGION II CAN ATTRIBUTE MUCH OF THE SUCCESS OF ITS HIGH GRADUATION RATE TO THE MIGRANT CLUBS INITIATED BY SECONDARY SCHOOL ADVISORS. THESE CLUBS ARE RUN BY MIGRANT STUDENTS AND FUNCTION AS THEY WANT THEM TO. THROUGH THE YEARS THE CLUBS HAVE GIVEN THE STUDENTS THE EXPERIENCE AND CONFIDENCE THEY NEED TO JOIN EXISTING SCHOOL CLUBS, SUCH AS THE SPANISH CLUB, MATH & SCIENCE CLUBS, ETC. THE MIGRANT CLUBS HAVE HELPED THE STUDENTS TO BECOME INVOLVED IN ALL FACETS OF SCHOOL LIFE, DEVELOP OPEN AND HONEST COMMUNICATIONS, AND TO BUILD TRUST. BY MEETING WITH THE STUDENTS IN A SOCIAL SETTING, THE ADVISOR FINDS OUT WHAT STUDENTS' NEEDS ARE AND IS ABLE TO ASSIST THE SCHOOL STAFF AND ADMINISTRATION IN IDENTIFYING AND REDUCING ELEMENTS IN THE SCHOOL THAT CONTRIBUTE TO MIGRANT STUDENT DROP-OUT AND ALIENATION.

THE CLUBS HAVE FUND RAISERS THROUGHOUT THE YEAR WITH WHICH THEY ESTABLISH SCHOLARSHIP FUNDS, HONOR PARENTS AND TEACHERS WHO HAVE CONTRIBUTED TIME AND ENERGY TO THEIR CLUB, AND BUY CAPS AND GOWNS FOR GRADUATING MEMBERS WHO CANNOT AFFORD THEM. IN SOME CASES, THE FUNDS HAVE BEEN USED TO FINANCE FIELD TRIPS TO DISNEYLAND FOR CHILDREN IN SPECIAL EDUCATION. HELPING OTHERS AND CONTRIBUTING TO THE COMMUNITY INDICATES TO THE STUDENTS HOW REALLY VALUABLE AND IMPORTANT THEY ARE. BEING USEFUL TO THEIR SCHOOL AND COMMUNITY ENHANCES THEIR SELF-WORTH.

*ONE CLUB SPONSERED A DANCE TO RAISE MONEY FOR A MIGRANT FAMILY THAT HAD LOST HOUSE AND BELONGINGS IN A FIRE.



EVIDENCE OF EFFECTIVENESS

WOODLAND HIGH SCHOOL - SSA PILOT SCHOOL (May, 1976)

Number of June Graduates

1976	1977	1978	1979	1980	1981
4	16	21	24	36	42

The statistics cited above seem impressive, but could not have been achieved without the recruiting efforts of the Migrant Child Education Secondary Team and school site administrators. Rapport and respect had to be established between the migrant team and school site administrators before the migrant staff could get the go-ahead to recruit and make necessary adjustments in school curriculum and policy to keep the students in school once they were recruited.

The recruitment efforts at the pilot site consisted of the following:

1. Home visits to students who had been suspended or had dropped out.
    a) Brought suspended students back and talked administrators into giving them a fresh start
    b) Assisted school staff in motivating students by offering productive alternatives to behavior and helping students set short-term goals
    c) Brought drop-outs back and helped school counselors and staff show students what was available in the school to meet their particular needs
    d) Made sure students were aware that someone was there, working within the school system, and advocating for them.

2. Going to out-of-the-way rural areas and talking to high school age students and parents.
    a) Followed up with help from transportation department, i.e., re-routing buses, having bus drivers stop at certain crossroads to pick up new students
    b) Made sure migrant or school staff was alerted to new students' arrival in order to welcome them and take them through proper registration procedures
    c) Assisted administration and staff in developing curriculum suitable to the needs of these students (ESL classes, bilingual office skills and career development, using EIA funds to hire a DLI teacher and buy bilingual materials for various classes)
    d) Developed one or two hour jobs within the school to give financial support to students who have to take the bus
    e) For students who absolutely had to work or couldn't come to school regularly, advisor assisted school in in implementing Independent Study

The success of the Secondary Schools Advisor pilot program encouraged the Region II director to hire twenty-four more advisors throughout the region.

EVIDENCE OF EFFECTIVENESS

THE EFFECTIVENESS OF THE SECONDARY SCHOOLS ADVISOR CONCEPT CAN BE SHOWN BY THE INCREASE IN GRADUATES AND REDUCTION OF MIGRANT DROPOUTS IN HIGH SCHOOLS THROUGH-OUT THE REGION.

IF A MIGRANT STUDENT REACHES 12TH GRADE, HIS/HER CHANCES OF GRADUATING ARE GREATER THAN THE GENERAL POPULATION. CURRENTLY REGION II IS GRADUATING 50% MORE MIGRANT STUDENTS THAN THE NATIONAL AVERAGE FOR MIGRANT STUDENTS.

BECAUSE OF THE EFFECTIVENES OF THE ADVISORS IN THE SCHOOLS, REGION II HAS INCREASED THE NUMBER OF ADVISORS FROM ONE TO TWENTY-FOUR. THE DIFFICULT TRANSITION FROM SIXTH GRADE INTO JUNIOR HIGH HAS ALSO BEEN ALLEVIATED IN SOME SCHOOLS BY EMPLOYING ADVISORS AT THE JUNIOR HIGH LEVEL.

MIGRANT STUDENT GRADUATES

	1979	1980	1981
Total # of Migrant 12th Graders (May)	184	233	305
Total # of Migrant Graduates	160	209	285

REGION II OVERVIEW BY AREA

		1979	1980	1981
Total # of Migrant 12th Graders (May)	Area I	29	36	58
	Area II	52	61	102
	Area III	72	65	86
	Area IV	31	71	59
Total # of Migrant Graduates				
	Area I	11	24	51
	Area II	52	64	97
	Area III	67	69	87
	Area IV	30	52	50

SAMPLE SCHOOL - REGION II
RIVER DELTA

June, 1978 Graduates: 2	Neither went to college
June, 1979 Graduates: 11	None went to college
June, 1980 Graduates: 9	Nine attending college
June, 1981 Graduates: 16	Eleven attending college

SECONDARY STUDENTS' ACCOUNTABILITY MODEL (SSAM)
OR "HOW MICROCOMPUTERS CAN MAKE YOU A SMART MANAGER"

THIS MANAGEMENT TOOL USES MICRO-COMPUTERS TO KEEP THE STAFF APPRISED OF MIGRANT SECONDARY STUDENTS' (7-12) EDUCATIONAL PROGRESS IN ORDER TO BETTER CHANNEL MIGRANT RESOURCES AND RESPOND TO CHANGING NEEDS.

THE SSAM COMPUTER PROGRAM PROVIDES

1. EARLY IDENTIFICATION OF POTENTIAL DROP-OUTS.
2. POTENT INFORMATION FOR CHANGE AGENTS TO PRESENT TO SCHOOL.
3. INFORMATION FOR MIGRANT STAFF TO UTILIZE DURING HOME VISITATION.
4. MIGRANT STUDENTS WITH INFORMATION ABOUT THEMSELVES AND CAREER AWARENESS SO THEY CAN MAKE KNOWLEDGEABLE CHOICES.
5. AN INDIVIDUALIZED TRACKING SYSTEM OF EACH MIGRANT CHILD IN REGARDS TO:
   - A. AREA
   - B. DATE ENROLLED
   - C. SCHOOL/ADDRESS
   - D. CITY/STATE/ZIP
   - E. ADVISOR (OR MIGRANT RESOURCE PERSON)
   - F. SCHOOL COUNSELOR
   - G. STUDENT'S NAME
   - H. AGE
   - I. GRADE
   - J. LANGUAGE
   - K. CINCH/FAILING NOTICES
   - L. GPA
   - M. CREDITS FOR GRADUATION
   - N. REQUIREMENTS FOR GRADUATION
   - O. CURRENT NUMBER OF CREDITS
   - P. PROFICIENCY TEST
   - Q. ACT* INFORMATION
   - R. ATTRACTORS
   - S. DISTRACTORS

   *ACT (AMERICAN COLLEGE TEST)
6. A ONE LINE PRINTOUT ON EACH STUDENT CONTAINING ALL OF THE ABOVE INFORMATION.
7. NEEDED INFORMATION SORTED ACCORDING TO THE MANAGER'S NEED/REQUEST, I.E., NES STUDENTS IN A GIVEN SCHOOL, STUDENTS RECEIVING FAILING NOTICES, GPA, ETC. A TWO WAY SORT IS ALSO POSSIBLE, I.E., GRADE AND AGE, NES AND REQUIREMENTS FOR GRADUATION.
8. AREAS OF TRAINING NEEDED BY MIGRANT STAFF.
9. PRINTOUT AVAILABLE IN ENGLISH OR SPANISH.

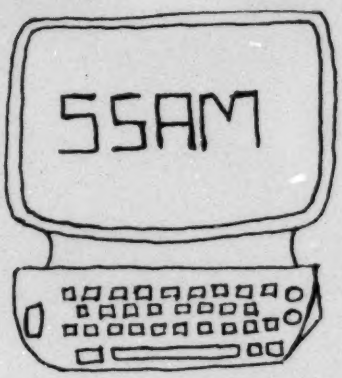
TITLE OF PROGRAM: SECONDARY STUDENTS' ACCOUNTABILITY MODEL

CLIENTS SERVED: 3,000± SECONDARY STUDENTS

CONTACT PERSON: BETTY VASSAR, COORDINATOR
1859 BIRD STREET
OROVILLE, CA 95965

PHONE NUMBER: (916) 534-4403

LOCATION OF PROGRAM: REGION WIDE



HOW IT WORKS

THE ACADEMIC INFORMATION ON MIGRANT STUDENTS GRADES 7 THROUGH 12 PROVIDED ON THE STUDENT AND PROGRAM NEEDS ASSESSMENT (SAPNA) IS EXTRACTED AND PLACED ON THE COMPUTER AT THE REGIONAL OFFICE. IT'S THEN SUPPLEMENTED BY SCHOOL MAILING INFORMATION, I.E., MIGRANT CHILD EDUCATION AREA, NAME OF HIGH SCHOOL, ADDRESS, NAME OF MIGRANT CHILD EDUCATION ADVISOR AND INITIALS OF SCHOOL COUNSELOR; ALL OF WHICH IS DONE ONCE BY THE COMPUTER OPERATOR AND REMAINS INDEFINITELY UNTIL A CHANGE IS MADE.

THE MIGRANT CHILD EDUCATION ADVISORS ARE SENT A LIST OF THEIR STUDENTS. INITIALLY THEY NEED TO INPUT THE STUDENTS' GPA, THE NUMBER OF CREDITS STILL REQUIRED FOR GRADUATION, THE NUMBER OF REQUIREMENTS FOR GRADUATION, AND THE NUMBER OF CREDITS CURRENTLY IN PROGRESS.

SCHOOLS THAT ADMINISTER THE AMERICAN COLLEGE TEST (ACT) OR CAREER AWARENESS PROGRAMS CAN ALSO INPUT THE FOLLOWING ADDITIONAL INFORMATION ON THE COMPUTER:

A. CAREER GOAL
B. APPTITUDE
C. ABILITY STANINE IN:
    1. MECHANICAL SKILLS
    2. NUMERATION
    3. SPACE RELATION
    4. READING
    5. LANGUAGE
    6. CLERICAL SKILLS

THERE IS A SECTION DESIGNATED AS "ATTRACTORS" AND "DISTRACTORS". THESE ARE SUBJECTIVE ONE WORD EVALUATIONS AS TO WHY THE STUDENT IS ATTRACTED TO SCHOOL, I.E., WORK STUDY, SOCIAL/SPORTS AND FAMILY PRESSURE; THE DISTRACTORS BEING FAMILY PRESSURES, SOCIAL, HEALTH AND LANGUAGE.

INFORMATION MAY BE CHANGED AT ANYTIME, BUT WILL ALWAYS BE UPDATED AT THE END OF EACH SEMESTER WHEN CREDITS AND GPA'S CHANGE. ADVISORS CAN ADDITIONALLY ASSIST MANAGERS BY UPDATING THE CINCH (FAILURE) NOTICE COLUMN AS IT OCCURS, USUALLY AT FIVE WEEK INTERVALS.

MANAGERS MAY REQUEST PRINTOUTS AT ANYTIME WITH INFORMATION SORTED FOR THEIR PARTICULAR PURPOSE.

EXAMPLE: THE NAMES OF ALL MIGRANT STUDENTS AT HEALDSBURG HIGH SCHOOL WHO ARE NES AND DID NOT PASS PROFICIENCY EXAMINATIONS.

IT THEN BECOMES THE RESPONSIBILITY OF THE

MANAGERS TO MAKE DECISIONS REGARDING RESOURCES, PERSONNEL, SUPERINTENDENT VISITATION, WORK STUDY ASSIGNMENT, OR PERHAPS A PRESENTATION TO THE SCHOOL BOARD SHOWING FACTUAL INFORMATION ABOUT MIGRANT HIGH SCHOOL STUDENT PROGRESS.

THE SSAM PROGRAM IS NOT ONLY FLEXIBLE IN ITS FORMAT, BUT LIMITED IN IT'S USE ONLY BY THE CREATIVENESS OF THE USER.

This I see being useful especially during the summer program (guest speakers, career visitations, etc.)

SAMPLE SORTS

REGIONAL CAREER GOAL SORT (10/12/81) SEC M/C

R	#	AREA/	SC	ADV	CO	LAST	I	AG	GR	L	CI	GPA	-CR	-R	CU	PRO	CA	GO	CA	F	APTD	D	A
6	2	9/1	WO	NAV	MT	MEDINA	M	19	11	N	Y1	1.2	30	30	12	FPF	AGRCL		THNG		INDS	L	S
17	3	9/1	YU	SIN	DD	PAIZ	R	17	11	F	N	2.9	40	10	12	PPP	ARTST		IDEA		ART	N	T
18	4	9/1	GR	CHA	AO	MORALES	J	14	9		N	Y3	0.7	120	60	15	FFF	BS	M		DATA	BS	M	F	S
12	2	9/1	WO	NAV	MT	MESA	C	17	11	N	Y4	0.9	45	30	12	FFP	CMPTR		THNG		INDS	F	W
10	1	9/1	HE	GAR	HB	WAGNER	L	16	10	F	N	4.0	60	30	15	PPP	DCTR		PEPL	SC	C	F	W
4	4	9/1	GR	CHA	AO	SMITH	J	18	12	F	N	3.0	10	0	12	PPP	DRTR		PEOP	SC	S	N	T
9	1	9/1	HE	GAR	HB	VELEZ	F	15	9	L	Y1	1.5	100	55	12	FFP	FRMR		THNG		INDS	S	W
3	3	9/1	YU	SIN	DD	SANCHEZ	P	16	10	L	Y1	2.5	80	45	15	PFP	MCHNS		IDEA		INDS	S	S
5	1	9/1	HE	GAR	HB	MARTINE	V	15	9	N	Y2	1.7	100	50	12	FFF	MCHNS		THNG		INDS	L	W
15	3	9/1	YU	SIN	DD	LUGO	T	14	10	F	N	4.0	60	30	16	PPP	MNGR		DATA	BS	M	S	S
1	1	9/1	HE	GAR	HB	CHAVEZ	R	15	9	L	Y3	1.5	105	60	12	FFP	NRS		PEOP	SC	S	F	S
14	2	9/8	WO	NAV	MT	AMIR	R	19	12	L	Y1	2.0	21	6	15	PFP	PILOT		THNG		INDS	A	S
13	2	9/1	WO	NAV	MT	MACH	J	16	10	F	N	3.0	50	25	15	PPP	POLIC		PEPL	SC	S	P	S
20	4	9/1	GR	CHA	AO	MORSE	S	16	10	F	Y1	2.5	75	40	15	PPP	RCTN		PEPL	SC	S	N	S
16	3	9/1	YU	SIN	DD	SIDHU	G	15	10	L	Y1	1.9	100	60	15	PFP	SCRTR		THNG		BS	O	F	T
2	2	9/1	WO	NAV	MT	HUERTA	M	19	12	L	N	2.0	6	12	12	PFP	SCRTR		DATA	BS	O	A	W
7	3	9/1	YU	SIN	DD	ESTRADA	P	16	11	L	Y1	1.9	40	20	15	FFF	TCHR		PEOP	SC	S	S	S
8	4	9/1	GR	CHA	AO	BANOS	A	17	11	L	Y4	2.0	50	20	15	PFP	TCHR		PEOP	SC	S	F	T
11	1	9/1	HE	GAR	HB	HILL	M	18	12	L	Y1	1.5	20	20	12	PFP	TCHR		PEPL	SC	S	L	S
19	4	9/1	GR	CHA	AO	PETERSO	B	18	12	F	N	3.5	8	0	15	PPP	TCHR		PEPL	SC	S	S	S

Notice how we picked up that two 9th graders were employed in workstudy.

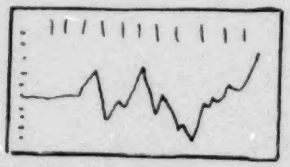
GRADE LEVEL/ATTRACTORS SORT (10/12/81) SEC M/C

R	#	AREA/	SC	ADV	CO	LAST	I	AG	GR	L	CI	GPA	-CR	-R	CU	PRO	CA GO	CA F	APTD	D	A
3	3	9/1	YU	SIN	DD	SANCHEZ	P	16	10	L	Y1	2.5	80	45	15	PFP	MCHNS	IDEA	INDS	S	S
15	3	9/1	YU	SIN	DD	LUGO	T	14	10	F	N	4.0	60	30	16	PPP	MNGR	DATA	BS M	S	S
13	2	9/1	WO	NAV	MT	MACH	J	16	10	F	N	3.0	50	25	15	PPP	POLIC	PEPL	SC S	P	S
20	4	9/1	GR	CHA	AO	MORSE	S	15	10	F	Y1	2.5	75	40	15	PPP	RCTN	PEPL	SC S	N	S
16	3	9/1	YU	SIN	DD	SIDHU	G	15	10	L	Y1	1.9	100	60	15	PFP	SCRTR	THNG	BS O	F	T
10	1	9/1	HE	GAR	HB	WAGNER	L	16	10	F	N	4.0	60	30	15	PPP	DCTR	PEPL	SC C	F	W
6	2	9/1	WO	NAV	MT	MEDINA	M	19	11	N	Y1	1.2	40	30	12	FPF	AGRCL	THNG	INDS	L	S
7	3	9/1	YU	SIN	DD	ESTRADA	P	16	11	L	Y1	1.9	40	20	15	FFP	TCHR	PEOP	SC S	S	S
8	4	9/1	GR	CHA	AO	BANOS	A	17	11	L	Y4	2.0	50	20	15	PFP	TCHR	PEOP	SC S	F	T
17	3	9/1	YU	SIN	DD	PAIZ	R	17	11	F	N	2.9	40	10	12	PPP	ARTST	IDEA	ART	N	T
12	2	9/1	WO	NAV	MT	MESA	C	17	11	N	Y4	0.9	45	30	12	FFP	CMPTR	THNG	INDS	F	W
14	2	9/8	WO	NAV	MT	AMIR	R	19	12	L	Y1	2.0	21	6	15	PFP	PILOT	THNG	INDS	A	S
11	1	9/1	HE	GAR	HB	HILL	M	18	12	L	Y1	1.5	20	20	12	PFP	TCHR	PEPL	SC S	L	S
19	4	9/1	GR	CHA	AO	PETERSO	B	18	12	F	N	3.5	8	0	15	PPP	TCHR	PEPL	SC S	S	S
4	4	9/1	GR	CHA	AO	SMITH	J	18	12	F	N	3.0	10	0	12	PPP	DRTR	PEOP	SC S	N	T
2	2	9/1	WO	NAV	MT	HUERTA	M	19	12	L	N	2.0	6	12	12	PFP	SCRTR	DATA	BS O	A	W
1	1	9/1	HE	GAR	HB	CHAVEZ	R	15	9	L	Y3	1.5	105	60	12	FFP	NRS	PEOP	SC S	F	S
18	4	9/1	GR	CHA	AO	MORALES	J	14	9	N	Y3	0.7	120	60	15	FFF	BS M	DATA	BS M	F	S
5	1	9/1	HE	GAR	HB	MARTINE	V	15	9	N	Y2	1.7	100	60	12	FFF	MCHNS	THNG	INDS	L	W
9	1	9/1	HE	GAR	HB	VELEZ	F	15	9	L	Y1	1.5	100	55	12	FFP	FRMR	THNG	INDS	S	W

AREA/DATE	1 9/1
SCHOOL	HEALDSBURG HIGH
ADDRESS	12 HEALDSBURG DR
CITY;CA	HEALDSSBURG;CA
ZIP	98765
ADVISOR	GARCIA
COUNSELOR	HB
LAST	VELEZ
INITIAL	F
AGE	15
GRADE	9
LANG	L
CINCH	Y1 GMT
GPA	1.5
-CREDITS	100
-REQUIREMENTS	55
CURRENT	12
PROFICIENCY	FFP
CA GO	FRMR
CA F	THNG
APTD	INDS
AB STANINE	M8/N4/SR9/R3/L3/C3
DISTRACTORS	SOCIAL
ATTRACTORS	WORKSTUDY

M = Mechanical
N = Numeration
SR = Spatial Relationships
R = Reading
L = Lanaguage
C = Clerical

CAREERS IN HEALTH
A REAL LIFE DRAMA



THIS HEALTH CAREER PROJECT PLACES MIGRANT STUDENTS ON THE JOB IN COMMUNITY HEALTH CLINICS. STUDENTS WITH AN INTEREST IN HEALTH GET AN IN-DEPTH OPPORTUNITY TO VERIFY AND INTENSIFY THEIR INTERESTS.

TITLE OF PROGRAM: Health Career Project
CLIENTS SERVED: Migrant Parent Advisory Committees, Migrant Families
CONTACT PERSON: Deborah Mounts, MSW
Health & Welfare Specialist
510 College St.
Woodland, CA 95695
PHONE NUMBER: (916) 666-1977
LOCATION OF PROGRAM: Dixon J.U.S.D.
Esparto J.U.S.D.
Woodland J.U.S.D.
Regional Rural Health Programs

WHAT IS IT?

The Health Career Project provides an opportunity for junior and senior year migrant high school students to learn basic medical and health education activities by working as student medical assistants in a health clinic.

BACKGROUND

The idea for the Health Career Project arose from the need to bridge the two components of Migrant Child Education (MCE) - the academic component and the health component. In doing so, the program furnishes the opportunity to develop an educationally sound project beneficial to individual participants and the community through interagency cooperation. The cooperating agencies include: California Human Development Corporation (CHDC), Regional Rural Health Program, Inc. (RRHP), La Cooperativa Campesina de California ("La Cooperativa"), and MCE. Each agency has an unique contribution allowing for maximum use of limited resources.

RESOURCES

With the assistance of CHDC, the youth are aided with work experience stipends and career counseling. MCE provides such resources as materials, uniforms, a Resource Teacher and a Secondary Schools Advisor, and makes arrangements for academic credit. The clinics provide training, daily supervision and project site. La Cooperativa has been instrumental in assisting the MCE Health & Welfare Specialist with the overall communication and public relations.

THE PROGRAM

The participants work as paraprofessional assistants at the RRHP Clinics. They receive ten high school semester credits (two class periods daily) and stipends for work study

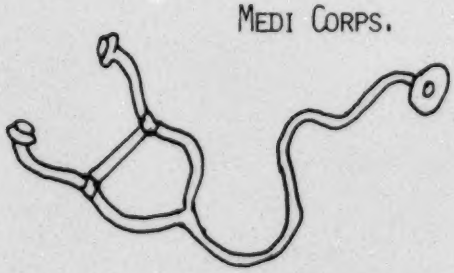
EXPERIENCE. THE YOUTH BECOME PROFICIENT IN PERFORMING BASIC CLINIC FUNCTIONS AND IN LEARNING GOOD HEALTH PRACTICES. THEY DEMONSTRATE THIS KNOWLEDGE BY PERIODICALLY PREPARING AND PRESENTING DEMONSTRATIONS IN SPANISH ON PERTINENT HEALTH TOPICS TO NOT ONLY THEIR PEER GROUPS IN HIGH SCHOOL SCIENCE CLASSES, BUT ALSO TO MIGRANT PARENT ADVISORY COMMITTEES. THE ATTACHED PROFICIENCY CHECKLIST OUTLINES THE CLINICAL PROCEDURES THAT EACH STUDENT LEARNS DURING HIS/HER TWO SEMESTERS OF STUDY.

GOALS:
1. TO PROVIDE SCIENTIFIC AND HEALTH ACTIVITIES FOR MIGRANT YOUTH.
2. TO TRAIN MIGRANT YOUTH AS PARAPROFESSIONAL MEDICAL ASSISTANTS IN A HEALTH CLINIC.
3. TO TRAIN MIGRANT HIGH SCHOOL STUDENTS TO BECOME LEADERS.

OBJECTIVES:

CLIENT-CENTERED
1. TRAIN MIGRANT HIGH SCHOOL LEADERS IN HEALTH EDUCATION ACTIVITIES.
2. DEVELOP LANGUAGE, SCIENCE AND MATH SKILLS THROUGH EXPERIENTIAL LEARNING.
3. DEVELOP SELF-IMAGE, CONFIDENCE THROUGH LEADERSHIP TRAINING.
4. RECEIVE HIGH SCHOOL ACADEMIC CREDIT AND WORK STUDY EXPERIENCE.
5. ENCOURAGE THE STUDENT TO CONTINUE BEYOND HIGH SCHOOL.

ORGANIZATIONAL-CENTERED
1. INTERAGENCY COOPERATION AND LINKAGE.
2. MIGRANT YOUTH INVOLVED AS PARAPROFESSIONAL STAFF.
3. CLINIC MEETS CLIENT'S HEALTH EDUCATION NEEDS THROUGH THE USE OF MIGRANT HIGH SCHOOL STUDENTS.
4. PREPARE STUDENTS TO CONTINUE ON TO COLLEGE AND PARTICIPATION IN MEDI CORPS.



HEALTH CAREER PROJECT PROFICIENCY CHECKLIST

FIRST SEMESTER

DATE	CHECK	INITIAL	
			1. Health History
			2. Chief Complaint
			3. Vital Signs
			Blood Pressure - take it
			Temperature - oral/rectal
			Pulse
			Height/weight
			Respiration
			4. Translation of Terms
			5. Lab Work - doing and reading procedures
			Urinalysis - dip stick/urinalysis
			Hematocrit
			Throat Culture
			Urine Culture
			Pregnancy Test
			GC culture
			Posting lab results
			6. Vision Acuity
			7. EKG (optional)
			8. Hearing (optional)
			9. Immunizations (observation)
			PPD - how to read
			What is needed
			10. Family Planning Classes
			11. Prepare Room/Stack/Clean up

SECOND SEMESTER

DATE	CHECK	INITIAL	
			12. Prepare Patients for Medical Exams
			13. Observe & assist in simple medical procedures
			14. Filing and preparing medical records
			15. Making medical appointments
			16. Charting on medical records
			17. Use of one-write system
			Displaying patient I.D. Coding
			Billing medical procedures
			18. Experience in all phases of patient contact
			19. Determination of levels of medical emergency
			20. All other duties as assigned by RRHP staff

Student's name: _____

am

A SUMMARY OF THE COURSE OUTLINE USED IN TRAINING THE MIGRANT STUDENT MEDICAL ASSISTANTS FOLLOWS:

I. INTRODUCTION TO THE ROLE OF THE MEDICAL ASSISTANT
   - A. RESPONSIBILITIES
   - B. INTERPERSONAL RELATIONSHIPS
   - C. MEDICAL ETHICS

II. PATIENT CONTACT
   - A. HEALTH HISTORY/CHIEF COMPLAINT

III. DETERMINATION OF VITAL SIGNS
   - A. HEIGHT AND WEIGHT
   - B. TEMPERATURE
   - C. PULSE AND RESPIRATION
   - D. BLOOD PRESSURE

IV. LAB WORK
   - A. INTRODUCTION
   - B. URINALYSIS/URINE CULTURE
   - C. HEMATOLOGY

V. EKG
   - A. OBJECTIVES

VI. ROOM AND PATIENT PREPARATION
   - A. OBJECTIVES

VII. IMMUNIZATIONS
   - A. OBJECTIVES

VIII. NUTRITION
   - A. OBJECTIVES

IX. OFFICE PROCEDURES
   - A. ORAL AND WRITTEN COMMUNICATION
   - B. CHARTING
   - C. SYSTEMS OF MANAGEMENT
   - D. MEDICAL TERMINOLOGY

X. DRUGS
   - A. CLASSIFICATION OF DRUGS

XI. DENTAL EDUCATION
   - A. OBJECTIVES

PROCESS FOR ESTABLISHING HEALTH CAREER PROJECT

1. Discuss project with potential agencies/programs to obtain support and participation. (The main programs and agencies that have been involved in the Dixon project site have been: Migrant Child Education, CHDC, and the health clinic)

2. Discuss project with the participating school to obtain support and approval of project (school should agree to provide participating youth with the appropriate credit).

3. Hold a planning session with those agencies that will be involved to discuss all aspects of the project (i.e., roles, responsibilities, necessary procedures, outlining/developing curriculum, etc.).

4. Arrange and secure school approval for project presentation to students (the target group is junior and senior students who have already passed the proficiency exam).

5. Presentation to students by a representative of each agency/program.

6. Conduct eligibility verification (of those who express interest in project) for the CHDC program.

7. Selection of project participants by a committee of at least one representative from each agency/program (number of participants selected varies depending on how many youth the clinic can accomodate).

8. Conduct a specific orientation for the selected youth by a representative from each agency/program. Also, have participants fill out any necessary forms required by the various programs involved.

9. Hold monthly meetings to discuss progress, problems, changes, etc.

EVIDENCE OF EFFECTIVENESS:

THE HEALTH CAREER PROJECT BEGAN WITH FOUR STUDENTS AT ONE CLINIC SITE AND HAS EXPANDED TO INCLUDE THREE CLINIC SITES, SIX STUDENTS AND THREE SCHOOL DISTRICTS. BY 1982, IT IS EXPECTED THAT TWO ADDITIONAL SCHOOL DISTRICTS WILL BE INCLUDED IN THE PROGRAM.

THE STUDENT PARTICIPANTS GAINED MUCH SELF-CONFIDENCE THROUGH THEIR EXPERIENCE WORKING IN THE CLINIC. THEY WERE EFFECTIVELY ABLE TO DEAL WITH INCOMING CLINIC PATIENTS AND TO ASSIST WITH CLINIC MEDICAL PROCEDURES. THE GRADUATING SENIORS CONTINUED ON TO PURSUE HEALTH RELATED STUDIES IN COLLEGE AND BUSINESS SCHOOLS.

CHALLENGE - DESAFIO
THIS STUDENT-RUN PROGRAM OFFERS HIGH MOTIVATION AND LOTS OF ACTIVITY

PUPPETRY, LANGUAGE GAMES, CLUB MEETINGS AND COMMUNITY ACTIVITIES WERE A FEW OF THE ELEMENTS THAT MADE THIS EVENING SUPPLEMENTARY PROGRAM A SUCCESS.

THE CHALLENGE 4-H CLUB WAS AN EXTENDED DAY MIGRANT CHILD EDUCATION PILOT PROGRAM WHICH MET TWO EVENINGS A WEEK IN THE FALL AND SPRING OF 1980-81 TO DEVELOP NEEDED SKILLS AND TO MOTIVATE MIGRANT STUDENTS WHO WERE POTENTIAL DROP-OUTS. THE CLASS USED THE FORMAT OF 4-H TO GIVE THE STUDENTS RESPONSIBILITY IN DEVELOPING THEIR OWN SPECIAL PROJECTS. IN ADDITION, INSTRUCTORS (PROVIDED BY MIGRANT CHILD EDUCATION AND MINI CORPS) TAUGHT BASIC SKILLS AND LANGUAGE DEVELOPMENT ACTIVITIES.

BACKGROUND

CHALLENGE GREW OUT OF AN OBSERVED NEED ON THE PART OF MIGRANT STAFF TO PROVIDE MORE INTENSE LANGUAGE DEVELOPMENT FOR HIGH SCHOOL AGED MIGRANT CHILDREN SO THAT THEY MIGHT FUNCTION MORE SUCCESSFULLY IN THE SCHOOL SYSTEM. RELATED NEEDS WERE FOR MIGRANT STUDENTS TO BUILD SELF-CONFIDENCE AND LEADERSHIP SKILLS, AND AN OPPORTUNITY TO EARN EXTRA CREDITS TOWARD GRADUATION. THE WALKABOUT ALTERNATIVE EDUCATION PROGRAM DESCRIBED BY PETER COPEN IN HIS ARTICLE IN PHI DELTA KAPPAN JUNE, 1980, INSPIRED THE EXPERIENTIAL DESIGN OF THE PROGRAM. THE STUDENTS WERE EXPECTED, AND DID, TAKE AN ACTIVE PART IN THE SELECTION AND PLANNING OF THEIR LEARNING OBJECTIVES.

TITLE OF PROGRAM: CHALLENGE/DESAFIO
CLIENTS SERVED: 7TH-12TH GRADE STUDENTS
CONTACT PERSONS: SUSAN MORSE & TAFFRA MAYO
1859 BIRD STREET
OROVILLE, CA 95965
PHONE NUMBER: (916) 534-4414
LOCATION OF PROGRAM: CORNING HIGH SCHOOL

WHAT IS IT?

EIGHT STUDENTS FROM CORNING HIGH SCHOOL PARTICIPATED IN THE CHALLENGE PROGRAM DURING THE SPRING SEMESTER OF 1981. THE PROGRAM WAS DESIGNED TO DEVELOP LANGUAGE (IN BOTH SPANISH AND ENGLISH) AND LEADERSHIP SKILLS IN STUDENTS OF HIGH DROP-OUT POTENTIAL. MEMBERS WERE ENROLLED IN 4-H AND WORKED ON COMMUNITY PRIDE AND LEADERSHIP PROJECTS.

THE 4-H MEETING FORMAT AND VALUES CLARIFICATION ACTIVITIES INCREASED STUDENT INVOLVEMENT AND HELPED THE STUDENTS DEVELOP COMMUNICATION AND LEADERSHIP SKILLS.

ONE OF THE MOST SUCCESSFUL ACTIVITIES WAS THE MINI CORPS PUPPETRY PROJECT. AFTER CREATING THEIR OWN PUPPETS, EACH WITH A UNIQUE CHARACTER, SEVERAL CHALLENGE STUDENTS USED

THEIR PUPPETS AS THE TOPIC FOR A 4-H DEMONSTRATION DAY PRESENTATION. THESE LIMITED ENGLISH SPEAKING STUDENTS EARNED BLUE RIBBONS AT THE COUNTY LEVEL AND WENT ON TO MAKE 4-H DEMONSTRATIONS AT THE REGIONAL LEVEL.

THE PROGRAM WAS AN EXCITING "CHALLENGE" FOR STUDENTS AND INSTRUCTORS ALIKE. SOME OF THE EFFECTS OBSERVED BY THE INSTRUCTORS INCLUDED INCREASED SELF-CONFIDENCE AND MORE SUCCESS IN SOLVING PROBLEMS AND WORKING TOGETHER AS A GROUP.

ALL OF THE STUDENTS SEEMED TO HAVE ENJOYED THEMSELVES AND TO HAVE GROWN PERSONNALLY AS A RESULT OF THEIR PARTICIPATION IN CHALLENGE!

PROGRAM GOALS

TO MOTIVATE MIGRANT HIGH SCHOOL STUDENTS TO STAY IN SCHOOL.

TO INCREASE LANGUAGE DEVELOPMENT OF MIGRANT STUDENTS (ENGLISH & SPANISH).

TO PROVIDE CAREER DEVELOPMENT AND LEADERSHIP SKILLS.

TO EXTEND AND EXPAND EDUCATIONAL EXPERIENCES OF MIGRANT STUDENTS BEYOND THE NORMAL SCHOOL DAY.

TO INCREASE PARENT INVOLVEMENT IN MIGRANT STUDENT EDUCATION.

PROGRAM DESCRIPTION

THE LESSON PLAN FORMAT USED FOR THE TWO HOUR CLASS WAS: 15 MINUTES OF JOURNAL WRITING; 40 MINUTES OF LANGUAGE ACTIVITIES; 60 MINUTES FOR 4-H CLUB MEETING AND ACTIVITIES, CHAIRED BY STUDENT LEADERS; AND 5 MINUTE EVALUATIONS (ORAL DISCUSSIONS OF POSITIVES AND NEGATIVES OF SESSION).

LANGUAGE ACTIVITIES INCLUDED: VALUES CLARIFICATION; STORY WRITING; DRAMA; LETTERS; APPLICATIONS; TESTING; CAREERS; SERVICE PROJECTS (WRITING); AND ORAL LANGUAGE ACTIVITIES.

THE 4-H ACTIVITIES INCLUDED THE ELECTION OF OFFICERS; CONDUCTING MEETINGS; WRITING BY-LAWS; COMPLETING A PUPPETRY PROJECT AND DEMONSTRATING THE PROCEDURE; PROJECTS TO EARN MONEY; OUTDOOR ACTIVITIES; SERVICE PROJECTS; PARTICIPATION IN COUNTY 4-H EVENTS; AND VTR ACTIVITIES.

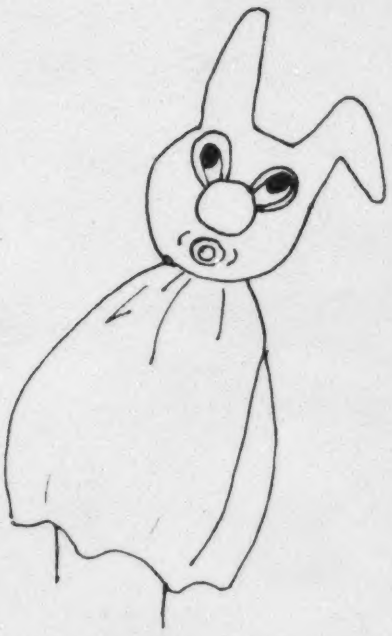
EVIDENCE OF EFFECTIVENESS

STUDENTS EARNED HIGH SCHOOL CREDIT IN ENGLISH FOR THE EVENING PROGRAM DURING THE FIRST SEMESTER OF THE PROGRAM; STUDENT EVALUATIONS WERE ENTHUSIASTIC; AND TEACHER SUMMARY EVALUATIONS INDICATED STUDENT GROWTH IN ACADEMICS AND SOCIAL MATURITY. LAS TESTS INDICATED GROWTH IN ORAL ENGLISH AND STUDENT ATTENDANCE WAS CONSISTENTLY HIGH.

SOME PROBLEM AREAS WERE: TRANSPORTATION IN RURAL AREAS WAS DIFFICULT TO ARRANGE;

STUDENT ENTHUSIASM SOMETIMES RESULTED IN LONG AND LATE MEETINGS, AND SLEEPY STUDENTS DURING THE REGULAR SCHOOL DAY. AFTER SCHOOL MEETINGS WERE PROPOSED AS A POSSIBLE ALTERNATIVE.

STUDENTS THAT WERE INVOLVED IN THE CHALLENGE PROGRAM HAVE CONTINUED TO TAKE ON LEADERSHIP ROLES IN THE SCHOOL AND COMMUNITY.



INNOVATIVE SUMMER PROJECTS

THE COMPENSATORY EDUCATION PROGRAMS RUN BY MIGRANT CHILD EDUCATION - REGION II DURING THE SUMMER MONTHS HAVE PROVIDED AN UNIQUE OPPORTUNITY FOR MIGRANT STAFF TO FOCUS ON THE SPECIAL NEEDS OF MIGRANT STUDENTS. THE OPPORTUNITY TO WORK EXCLUSIVELY WITH MIGRANT STUDENTS AND TO INNOVATE WITHOUT THE LIMITATIONS IMPOSED DURING THE SCHOOL YEAR HAS RESULTED IN THE IMPLEMENTATION OF SOME HIGHLY EFFECTIVE LEARNING PROGRAMS, SOME OF WHICH ARE DESCRIBED IN THE FOLLOWING PAGES.

ADELANTE
(BRIDGING THE GAP)

AN INTENSE SUMMER PROGRAM DESIGNED TO BUILD SKILLS AND CONFIDENCE, AND TO BRING THE COLLEGE EXPERIENCE CLOSER TO THE HIGH SCHOOL AGED MIGRANT CHILD.

TITLE OF PROGRAM: ADELANTE PROGRAM
CLIENTS SERVED: HIGH SCHOOL SENIORS AND 18 YEAR OLDS
CONTACT PERSON: ARTURO VASQUEZ
3401-A INDUSTRIAL DR.
SANTA ROSA, CA 95401
PHONE NUMBER: (707) 526-1272
LOCATION OF PROGRAM: SANTA ROSA JUNIOR COLLEGE

WHAT IS IT?

THE ADELANTE PROJECT IS A SECONDARY PROGRAM WHICH PROVIDES STUDENTS FROM HIGH SCHOOLS IN SONOMA AND NAPA COUNTIES WITH COLLEGE EXPERIENCES AND OPPORTUNITIES. SIXTY STUDENTS PARTICIPATED IN THIS UNIQUE SUMMER PROGRAM WHICH WAS A RESULT OF VARIOUS AGENCIES' COOPERATION. THE CONTENT PROVIDED DURING THIS SEVEN WEEK SESSION INCLUDED MATH, ENGLISH, CAREER AWARENESS, PSYCHOLOGY, SPEECH, ESL, AND PHYSICAL EDUCATION.

BACKGROUND

THE CONCEPT OF THE ADELANTE PROGRAM BEGAN WHEN FRANK LUDOVINA, REGION II DIRECTOR OF MIGRANT CHILD EDUCATION, PLANTED A SEED IN THE MINDS OF REGIONAL PERSONNEL AT A COMPENSATORY EDUCATION PROGRAM PLANNING MEETING. HE PRESENTED AN EQUATION E^2=BA: EXTENDED EDUCATION EQUALS A BACHELOR OF ARTS DEGREE, AND HE CHALLENGED HIS ADMINISTRATIVE AND CERTIFIED STAFF TO DEVELOP INNOVATIVE PROGRAMS THAT EXTEND BEYOND THE CONSTRICTED ENVIRONMENT OF THE SCHOOLS TO MEET THE UNIQUE NEEDS OF THE SECONDARY MIGRANT STUDENTS.

THIS IMPETUS PROVOKED THE MIGRANT CHILD EDUCATION-REGION II, AREA I STAFF TO MEET TO BRAINSTORM SOLUTIONS TO THE DROP-OUT EPIDEMIC THAT PLAGUED MIGRANT STUDENTS. THE STAFF DEVELOPED SOME STRATEGIES BY WHICH A SPECIAL PROGRAM COULD BE CREATED. WITH THE COOPERATION OF SANTA ROSA JUNIOR COLLEGE AND THE SURROUNDING HIGH SCHOOLS IN SONOMA AND NAPA COUNITES, THE ADELANTE PROGRAM BEGAN TO TAKE ROOT.

THE EXTENDED OPPORTUNITY PROGRAM AND SERVICES (EOPS) AT SANTA ROSA JUNIOR COLLEGE PERMITTED HIGH SCHOOL SENIOR AND EIGHTEEN YEAR OLDS TO ENROLL IN COLLEGE COURSES THROUGH THEIR ENRICHMENT PROGRAM. THUS, THE ADELANTE PROGRAM WAS INSTITUTIONALIZED UNDER THE UMBRELLA OF EOPS. SINCE THE SURROUNDING HIGH SCHOOLS WERE FAMILIAR WITH SRJC'S ENRICHMENT PROGRAM, THE ADELANTE PROJECT WAS RECOGNIZED BY HIGH SCHOOL PRINCIPALS AND ADMISTRATORS AS A LEGITIMATE EDUCATIONAL PROGRAM.

THE SELECTION PROCESS: A PERSONAL INTERVIEW

STUDENTS WERE INTERVIEWED BY THE HIGH SCHOOL COUNSELOR, MIGRANT EDUCATION SECONDARY SCHOOL ADVISOR, AND A MIGRANT EDUCATION

RESOURCE TEACHER. DURING THE INTERVIEW, THE STUDENTS WERE QUESTIONED CONCERNING THEIR FUTURE GOALS, LEADERSHIP POTENTIAL, MOTIVATION AND SKILLS. THE FINAL SELECTION WAS BASED ON THE FOLLOWING PRIORITIES:

1. SENIORS AND 18 YEAR OLDS.
2. DROP-OUT OR POTENTIAL DROP-OUTS.
3. JUNIORS AND SOPHOMORES WHO DEMONSTRATED LEADERSHIP POTENTIAL.
4. LIMITED ENGLISH SPEAKING STUDENTS.

WITH INPUT FROM DISTRICT, JUNIOR COLLEGE, AND REGIONAL STAFF, ANOTHER PHASE TO THE ADELANTE PROJECT WAS DEVELOPED. ADELANTE STUDENTS RECEIVED HIGH SCHOOL CREDITS THROUGH THE ENRICHMENT PROGRAM, AND CREDITS FOR THEIR PARTICIPATION IN THE ADDITIONAL EDUCATIONAL PHASES OF THE ADELANTE PROJECT. HIGH SCHOOL STUDENTS WHO WERE NOT ELIGIBLE FOR THE ENRICHMENT PROGRAM PARTICIPATED IN AND RECEIVED CREDIT FOR PHYSICAL FITNESS, CAREER AWARENESS, "YO PUEDO" (A PROGRAM DESIGNED TO DEVELOP INTERPERSONAL SKILLS), AND LEADERSHIP SKILLS COMPONENTS. ALTHOUGH THESE STUDENTS DID NOT QUALIFY TO BE ENROLLED IN SRJC COURSES, THE COLLEGE ASSISTED BY PROVIDING PROFESSIONAL CONSULTANT SERVICES AND BY PROVIDING THE USE OF THE COLLEGE FACILITIES AT NO COST.

OTHER AGENCY COOPERATION

MANY SOCIAL SERVICE AGENCIES PROVIDED VALUABLE CONTRIBUTIONS TO THE ORGANIZATION AND IMPLEMENTATION OF THE ADELANTE PROJECT. CALIFORNIA MINI CORPS ASSIGNED FOUR TEACHER ASSISTANTS WHO WERE EXCELLENT ROLE MODELS FOR THE SECONDARY STUDENTS. MANY OF THE HIGH SCHOOL STUDENTS BEGAN TO REGARD THEMSELVES AS FUTURE COLLEGE STUDENTS, AND AS FUTURE MINI CORPS PERSONS. THE URBAN OUTDOOR ADVENTURE CENTER (UOAC) AND 4-H WORKED COOPERATIVELY TO FACILITATE THE LEADERSHIP TRAINING WEEK. CALIFORNIA HUMAN DEVELOPMENT CORPORATION AND CALIFORNIA EMPLOYMENT TRAINING ACT PROGRAM PROVIDED WORK STUDY SLOTS AND SUPERVISION FOR MANY STUDENTS. SONOMA COUNTY ADVOCATES FOR YOUTHS PROVIDED WORKSHOPS ON FAMILY PLANNING AND NEW GAMES ACTIVITIES.

THE MULTIFACETED ASPECTS OF THE ADELANTE PROJECT STIMULATED THE STUDENTS EMOTIONALLY, PSYCHOLOGICALLY AND PHYSCIALLY. THE ABOVE MENTIONED SOCIAL SERVICE AGENCIES WORKED COOPERATIVELY TO DIAGNOSE THE UNIQUE NEEDS OF THE WHOLE MIGRANT CHILD, AND WITHIN THE GUIDELINES OF THEIR OWN PROGRAMS, PROVIDED MANY OF THE NEEDED SERVICES TO INDIVIDUALS AND TO THE ADELANTE PROJECT IN GENERAL.

NEED FOR FOLLOW-UP

EVERYONE, FROM THE SOCIAL SERVICE AGENCIES AND EDUCATIONAL INSTITUTIONS, TO THE GUEST SPEAKERS, ASSISTED IN PROGRESSIVELY IMPROVING THE ADELANTE PROJECT. HOWEVER, ADELANTE SHOULD BE PERCEIVED AS A BEGINNING STEP IN ADDRESSING THE PROBLEMS OF SECONDARY MIGRANT STUDENTS. ALTHOUGH THESES STUDENTS WERE INVOLVED IN AN INTENSIVE SIX WEEK ACADEMIC PROGRAM AND A WEEK OF INTENSIVE OUTDOOR LEADERSHIP TRAINING, IT ONLY PROVIDED TEMPORARY SOLUTIONS TO OVERWHELMING PROBLEMS

THAT NEED TO BE ADDRESSED DURING THE REGULAR SCHOOL YEAR IN ORDER TO ENSURE THAT THE POSITIVE STEPS GAINED DURING THE SUMMER BY ADELANTE ARE NOT LOST.

COST

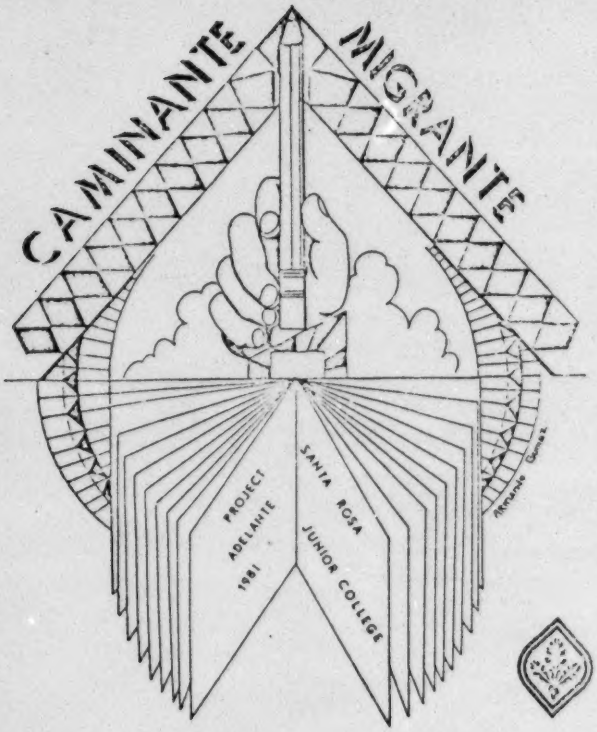
THE MIGRANT STUDENTS WERE ENROLLED IN THE ENRICHMENT PROGRAM THROUGH EOPS GENERATED FUNDS FOR SRJC AT NO COST TO MIGRANT CHILD EDUCATION-REGION II. THOSE MIGRANT STUDENTS NOT ELIGIBLE FOR COLLEGE INSTRUCTION WERE PERMITTED TO USE THE COLLEGE FACILITIES AT NO COST TO THE REGION II. MIGRANT CHILD EDUCATION-REGION II COVERED REGISTRATION FEES, BOOKS, AND TRANSPORTATION. MEAL COSTS WERE REIMBURSED BY U.S. DEPT. OF AGRICULTURE. MIGRANT CHILD EDUCATION-REGION II ALLOCATED FUNDS FOR A SCHOOL SITE ADMINISTRATOR, TWO MIGRANT AIDES, AND SOME WORKSTUDY SLOTS. THE TOTAL OF MCE EXPENDITURES PER MIGRANT CHILD WAS NINETY-ONE DOLLARS.

IN 1981, JUNIOR AND SOPHMORE MIGRANT STUDENTS WERE ALSO SELECTED TO PARTICIPATE IN THE ADELANTE PROJECT. AGAIN, THE USE OF SRJC'S FACILITIES WAS AT NO COST TO REGION II. REGION II EMPLOYED TWO PART-TIME CERTIFICATED INSTRUCTORS TO WORK WITH THESE STUDENTS. THEY WERE RESPONSIBLE FOR TEACHING MATH (BASIC MATH, ALEGBRA, AND GEOMETRY) AND ENGLISH COMPOSITION (SENTENCES, PARAGRAPH, AND ESSAY).

THOUGH ALL THE THE FIGURES FOR THE 1981 ADELANTE PROJECT HAVE NOT BEEN COMPUTED AT THIS TIME, IT IS EXPECTED THAT THE COST PER MIGRANT STUDENT WILL APPROXIMATE THAT OF 1980.

EVIDENCE OF EFFECTIVENESS

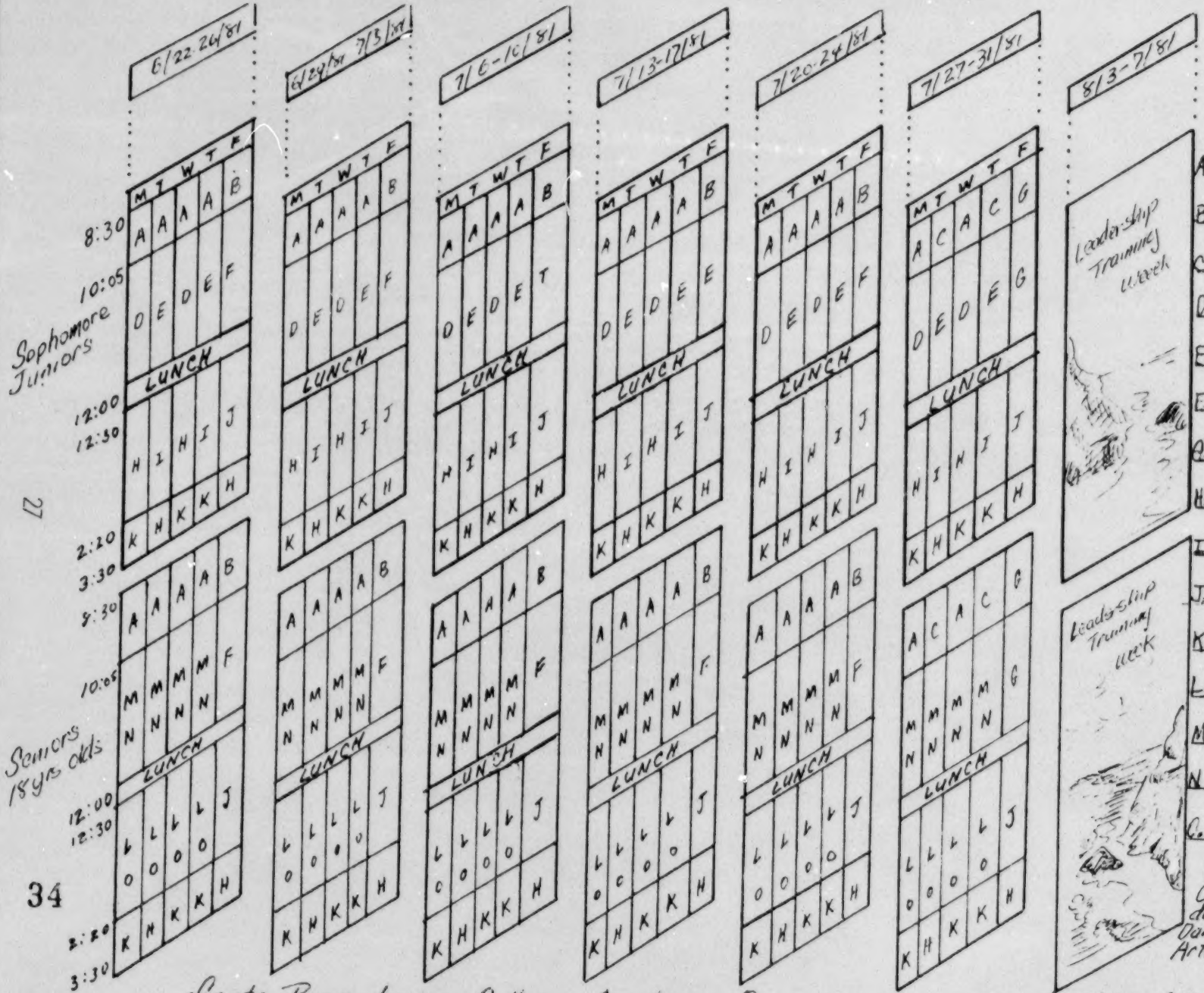
IN 1980, THIRTY MIGRANT STUDENTS PARTICIPATED IN THE ADELANTE PROJECT COMPARED TO SIXTY MIGRANT STUDENTS IN 1981. IN 1980, OUT OF ELEVEN SENIORS, SEVEN ARE ENROLLED IN COMMUNITY COLLEGES AND UNIVERSITIES. TWO OTHERS ARE RECEIVING VOCATIONAL TRAINING. ADELANTE STUDENTS HAVE SINCE DEMONSTRATED LEADERSHIP ROLES DURING THE REGULAR SCHOOL YEAR. MANY HAVE BECOME OFFICERS IN THEIR RESPECTIVE HIGH SCHOOL CLUBS.



MIGRANT CHILD EDUCATION - REGION II

IN 1981, THE ADELANTE PROJECT ACTIVELY RECRUITED AND THEREBY DOUBLED ITS ENROLLMENT OF LIMITED ENGLISH SPEAKERS, "LOW RIDERS", AND HIGH SCHOOL DROP-OUTS.

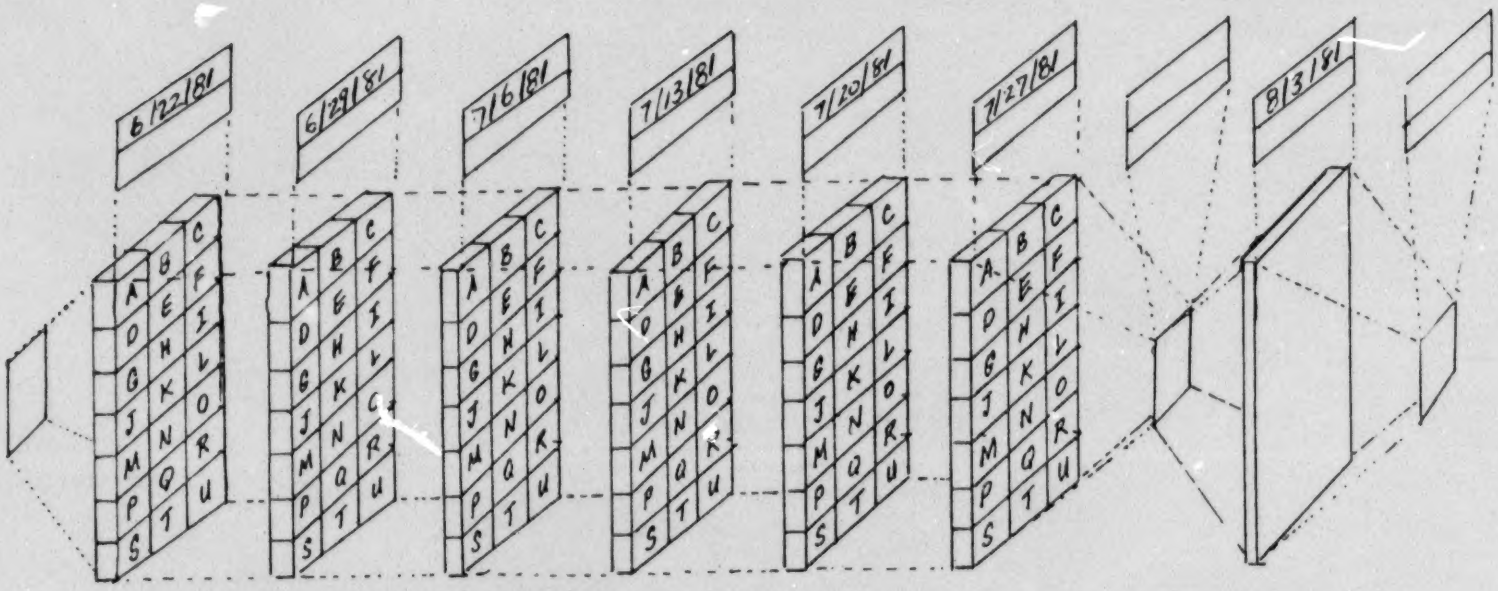
WE ARE HOPEFUL THAT MIGRANT STUDENTS PARTICIPATING IN THE ADELANTE PROJECT WILL BE MOTIVATED TO BECOME TEACHERS, LAWYERS, DOCTORS, MUSICIANS, ENGINEERS, PROFESSIONAL ATHLETES AND MORE. THE KEY TO THE ATTAINMENT OF THESE GOALS BY MIGRANT STUDENTS IS THEIR REALIZATION THAT THEY ALREADY HAVE THE RESOURCES WITHIN THEMSELVES. WITH THE ASSISTANCE OF EDUCATIONAL INSTITUTIONS SUCH AS MIGRANT CHILD EDUCATION, CALIFORNIA MINI CORPS, AND COMMUNITY COLLEGES, THE CULTIVATION OF THESE HUMAN RESOURCES WILL BE REALIZED. THE MOST REWARDING EVIDENCE IS TO OBSERVE A MIGRANT STUDENT WHO TRULY BELIEVES AND SAYS "YO PUEDO", (I CAN) WHILE SHE/HE MOVES TOWARD THE ATTAINMENT OF HIS/HER GOAL.



Santa Rosa Junior College Academic Program

Ft. Miley, S.F.

THE ADELANTE PROJECT AN OVERVIEW



A. Physical Fitness
B. Course Study
C. Family Planning
D. Math
E. Composition
F. Career Awareness
G. Adelante Olympics
H. Yo Puedo
I. Special Projects
J. New Games
K. Staff Development
L. Psychology 35
M. Speech 65
N. English 105
O. E.S.L.
P.
Q.
R.
S.
T.
U.

Charts / Graphs developed by Daniel T. Lopez and Arturo Vasquez

ADELANTE PROJECT

Program Goals: 1) To provide an interdistrict summer Compensatory Education Program for high school migrant students at a community college; 2) to sensitize students and parents to the concept of extended education; 3) to develop interpersonal communication and social interaction skills; 4) to promote career awareness and goal attainment; 5) to instill leadership qualities; and 6) to diminish the drop-out epidemic.

GOAL #1: All migrant students participating in the Adelante Project will be exposed to college environment, college survival skills, and college instruction in which formal and informal assessment will be conducted by the certificated staff.

OBJECTIVE	ACTIVITIES	EVALUATION
1.1 To provide a total immersion college experience.	1.1.1 All candidates will be exposed to the opportunity of being involved in the Adelante experience - high school site.	1.1.1.1 High school counselor, Secondary School Advisory, and Resource Teacher conducted a personal interview.
	1.1.2 All Adelante participants will be given an orientation and will take part in college registration day.	1.1.2.1 Registration of participants in the enrichment program.
	1.1.3 The students will utilize college facilities: library, swimming pool, career center, health services, etc.	1.1.3.1 The number of books checked out from library, first aide by health services center, etc.

GOAL #2: All migrant students particpating in the Adelante Project will be involved in educational activities that will enhance interpersonal communication and social interaction skills in which assessment will be conducted by observation and supervision.

OBJECTIVE	ACTIVITIES	EVALUATION
2.1 To develop interpersonal communications and social interaction skills in students and staff.	2.1.1 Mini-Corps and Regional personnel will conduct Initiatives in small groups.	2.1.1.1 Adelante staff will judge participation and encourage involvement.
	2.1.2 Adelante personnel will involve all students in New Games.	2.1.2.1 Adelante staff will facilitate and supervise New Games activities.
	2.1.3 Adelante personnel will participate in New Games, Initiatives, and Yo Puedo staff development training.	2.1.3.1 The director will evaluate performances.

MIGRANT COLLEGE BOUND
A SUMMER OF TOTAL IMMERSION IN ADULT LIFE

TWENTY-FIVE STUDENTS RECEIVED EDUCATION, CREDITS, MONEY AND EXPERIENCE IN A WELL-ORGANIZED SUMMER PROGRAM.

TITLE OF PROGRAM:	MIGRANT COLLEGE BOUND PROGRAM
CLIENTS SERVED:	WOODLAND & ESPARTO HIGH SCHOOL SENIORS
CONTACT PERSON:	SALVADOR ARRIAGA 510 COLLEGE ST. WOODLAND, CA 95695
PHONE NUMBER:	(916) 666-1977
LOCATION OF PROGRAM:	WOODLAND CENTER, YUBA COLLEGE

WHAT IS IT?

THE MIGRANT COLLEGE BOUND PROGRAM IN WOODLAND PROVIDED COLLEGE AND WORK STUDY OPPORTUNITIES FOR MIGRANT STUDENTS FROM WOODLAND AND ESPARTO HIGH SCHOOLS DURING A TEN WEEK SUMMER PROGRAM. THE PARTICIPANTS RECEIVE SEVEN COLLEGE UNITS THROUGH TEN HOURS PER WEEK OF CLASSROOM EXPERIENCE AND TWENTY HOURS PER WEEK OF WORK.

THE COURSES OF STUDY INCLUDE CAREER EXPLORATION, PSYCHOLOGY, ENGLISH AND WORK EXPERIENCE. THE JOBS PROVIDE TRAINING AND EXPERIENCE IN AREAS OF CAREER INTEREST TO THESE MIGRANT HIGH SCHOOL STUDENTS.

BACKGROUND

THE MIGRANT COLLEGE BOUND PROGRAM WAS INITIALLY DEVELOPED IN THE YUBA CITY/MARYSVILLE AREA DURING THE SUMMER OF 1980. IN THE SUMMER OF 1981, THE MCBP WAS EXPANDED WITHIN REGION II TO THE WOODLAND AREA WITH BASICALLY THE SAME COMPONENTS.

IN THEIR WORK EXPERIENCE, THE STUDENTS WERE TAUGHT TO DEVELOP GOOD WORK HABITS. THEY LEARNED WHAT IS EXPECTED OF THEM FROM EMPLOYERS. THE CLASSES THAT STUDENTS ATTENDED PREPARED THEM IN VARIOUS TECHNIQUES, INCLUDING JOB INTERVIEWING, RESUME WRITING AND PREPARATION OF JOB APPLICATIONS. THESE SKILLS HAVE BETTER ORIENTED THE STUDENTS TO THE WORKING WORLD.

THIS SUMMER EXPERIENCE CONSIDERABLY STRENGTHENED THE SELF-CONFIDENCE OF THE STUDENTS. THEIR ATTITUDES WERE VERY POSITIVE THROUGHOUT THE PROGRAM. THE STUDENTS ARE NOW MORE ACADEMICALLY ORIENTED BECAUSE OF THEIR SUCCESSFUL PARTICIPATION IN THE MCBP.

DESCRIPTION OF NEED

THE MCBP WAS DEVELOPED AS A RESULT OF INTEREST EXPRESSED BY STUDENTS, PARENTS AND REGION II SECONDARY SCHOOL PERSONNEL WITHIN THE WOODLAND SCHOOL DISTRICT. OVER THE LAST FEW YEARS, THE MIGRANT POPULATION WITHIN THE WOODLAND DISTRICT HAS EXPANDED GREATLY AND, ALTHOUGH MANY ARE SPREAD THROUGHOUT ALL GRADE LEVELS, A MAJORITY OF THESE STUDENTS WERE TWELFTH GRADERS THAT WERE READY TO GRADUATE FROM HIGH SCHOOL. PAST EXPERIENCES HAVE DEMONSTRATED THAT VERY FEW MIGRANT HIGH SCHOOL GRADUATES PURSUE HIGHER EDUCATION.

A MAJOR OBSTACLE THAT WAS ENCOUNTERED IN SETTING UP THIS PROGRAM WAS THE LACK OF INFORMATION THAT MANY MIGRANT STUDENTS HAD REGARDING POST-SECONDARY EDUCATION. MANY MIGRANT STUDENTS WEREN'T PROPERLY GUIDED OR ENCOURAGED TO PURSUE THEIR STUDIES AFTER GRADUATION. THESE STUDENTS HAD NO IDEA OF WHAT WAS AVAILABLE TO THEM IN TERMS OF THEIR FINANCIAL OPPORTUNITIES OR WHAT PROFESSIONAL CAREERS TO PURSUE AFTER GRADUATION. MANY OF THESE STUDENTS HAD ALREADY MADE PLANS TO WORK IN THE FIELDS TO SUPPLEMENT THEIR FAMILY INCOME.

MIGRANT STAFF IDENTIFIED THIRTY-NINE (39) POSSIBLE HIGH SCHOOL GRADUATES FROM WOODLAND HIGH AND THREE (3) FROM ESPARTO HIGH.

A LARGE NUMBER OF THESE STUDENTS FROM MEXICO AND A FEW FROM PAKISTAN AND INDIA CAME WITH A LACK OF KNOWLEDGE OF THE ENGLISH LANGUAGE. MANY FELT THAT THEY DIDN'T HAVE THE NECESSARY ENGLISH SKILLS TO COMPETE IN A COLLEGE ENVIRONMENT.

PROCESS

WITH THE SUPPORT OF THE YOLO COUNTY MANPOWER PROGRAM AND YUBA COMMUNITY COLLEGE, THIS PROGRAM WAS MADE A REALITY.

THE CLASSROOM TRAINING PORTION OF THE PROGRAM WAS PROVIDED BY YUBA COMMUNITY COLLEGE AT THE WOODLAND CENTER. THE WORK EXPERIENCE PORTION OF THE PROGRAM WAS IMPLEMENTED BY YOLO COUNTY MANPOWER STAFF.

THE INSTRUCTORS AND SUPERVISORS THAT PARTICPATED DURING THIS SUMMER PROGRAM WERE ALL CREDENTIALED INDIVIDUALS IN VARIOUS FIELDS OF STUDY.

AT THE END OF THE MIGRANT COLLEGE BOUND PROGRAM, PARTICIPANTS WERE ELIGIBLE TO RECEIVE SEVEN COLLEGE UNITS OF ACADEMIC CREDIT FOR COMBINED CLASSROOM TRAINING AND WORK EXPERIENCE.

GOALS

TO IMPROVE BASIC ACADEMIC SKILLS.

TO ESTABLISH EFFECTIVE COMMUNICATION SKILLS.

TO PROVIDE COLLEGE ACADEMIC COUNSELING.

TO PROVIDE EMPLOYMENT AND OCCUPATIONAL OPPORTUNITIES.

TO PROMOTE MORE EFFECTIVE EXPLORATION OF DIFFERENT CAREER FIELDS.

TO IMPROVE STUDENT SELF-ESTEEM.

TO PROMOTE AND ENCOURAGE MIGRANT STUDENTS TO PURSUE HIGHER EDUCATION.

EVIDENCE OF EFFECTIVENESS

THE EFFECTIVENESS OF THIS PROGRAM CAN BE MEASURED BY THE FOLLOWING:

- *19 OF THE 22 PARTICIPANTS ENROLLED IN COLLEGE FOLLOWING THE SUMMER EXPERIENCE;
- *COST TO THE REGION WAS $177 PER STUDENT;
- *THE COOPERATION BETWEEN VARIOUS AGENCIES WHICH MADE THE PROGRAM A REALITY; AND
- *ALL PARTICIPANTS EARNED SIX TO SEVEN COLLEGE UNITS FOR THEIR CLASSROOM AND WORK EXPERIENCE PARTICIPATION.

COMMENTS REGARDING THE MIGRANT COLLEGE BOUND PROGRAM

RAY GUTIERREZ (DIRECTOR FOR YUBA COMMUNITY COLLEGE, WOODLAND CENTER)

"IT WAS A GREAT SUCCESS! WE'RE LOOKING FORWARD TO TAKING PART IN THE SAME PROGRAM IN 1982."

NICK LINK (EMPLOYMENT COUNSELOR FOR THE COLLEGE BOUND PROGRAM)

"AS EMPLOYMENT COUNSELOR FOR COLLEGE BOUND, I FOUND ONLY THE USUAL PROBLEMS SYEP OFFERS EVERY YEAR. THE COORDINATION OF THREE AGENCIES OFFERED FEW COMMUNICATION PROBLEMS AND A COOPERATIVE ATTITUDE BY ALL ACCENTED BY A SINCERE CONCERN FOR THE YOUTH TURNED OUT A HIGHLY SUCCESSFUL PROGRAM."

VALENTINE GARCIA (INSTRUCTOR)

"THIS CLASS WAS A COMBINATION OF HUMAN RELATIONS TRAINING AND CAREER PLANNING. PART OF MY TASK WAS TO ESTABLISH A POSITIVE, RESPECTFUL AND ENCOURAGING ENVIRONMENT TO LEARN THE IMPORTANT DYNAMICS OF CAREER PLANNING.

AS A RESULT, STUDENTS WERE WILLING TO DEAL WITH THE CAREER PLANNING ASPECT OF THE CLASS. THEY WERE ASKED TO RESEARCH AND WRITE UP SUMMARIES OF VARIOUS OCCUPATIONS THAT WERE IN LINE WITH THEIR INTERESTS, VALUES AND SKILL LEVEL, WHICH WERE DISCUSSED AND CLARIFIED EARLIER IN THE CLASS.

MY FINAL TASK WAS TO ACCLIMATE THE STUDENTS TO THE RESPONSIBILITIES AND RIGORS OF A COLLEGE CLASS. THIS EXPERIENCE CLARIFIED FOR THE STUDENTS WHETHER OR NOT THEY COULD DEAL WITH CONTINUING THEIR EDUCATION AT THE JUNIOR COLLEGE LEVEL."

GARRY PETERSON (INSTRUCTOR)

"CALIBRE OF STUDENT (SELECTION PROCESS) WAS GOOD AND STUDENTS HAD GOOD ATTITUDES, AS REFLECTED IN THEIR GRADES: A (14); B (10); C (2). I THOUGHT STUDENTS CAME UP WITH REALISTIC LEARNING OBJECTIVES. THE JOB SITE "TRAINING PLAN" FROM NICK WAS EXCELLENT; AND THERE WAS A VERY GOOD SELECTION OF JOB SITES--I FEEL THAT THE STUDENTS DID GAIN A LOT OF GOOD EXPERIENCES FROM THEIR SUMMER JOBS AND SUPERVISORS."

SUE HERRERA (MANPOWER ANALYST)

"INTAKE FOR THE COLLEGE BOUND APPLICANTS WAS A SPECIAL EXPERIENCE FOR THE MANPOWER ANALYST. THE YOUTH WERE EXCITED ABOUT WORKING AND FURTHERING THEIR EDUCATION.

ALTHOUGH MOST OF THE YOUTH HAD LIVED IN WOODLAND FOR A NUMBER OF YEARS AND ATTENDED THE HIGH SCHOOL, MANY OF THEIR PARENTS DID NOT SPEAK ENGLISH AND THERE WAS RESISTANCE FROM HOME ABOUT THE PROGRAM BECAUSE OF THE HIGHER WAGE THAT COULD BE MADE WORKING IN THE FIELDS.

WITH THIS RESISTANCE AND THE DEMANDS PUT ON THE APPLICANT TO PRODUCE FULL VERIFICATION, AN EXTRA BURDEN WAS PLACED ON THESE YOUTH. IN SOME CASES DOCUMENTATION HAD BEEN LOST IN THE NUMEROUS TRIPS TO AND FROM MEXICO; OTHERS COULD NOT PRODUCE CHECK STUBS AND WERE CONCERNED ABOUT OBTAINING THIS INFORMATION AND, OF MOST CONCERN, WAS JUSTIFYING PERIODS OF UNEMPLOYMENT.

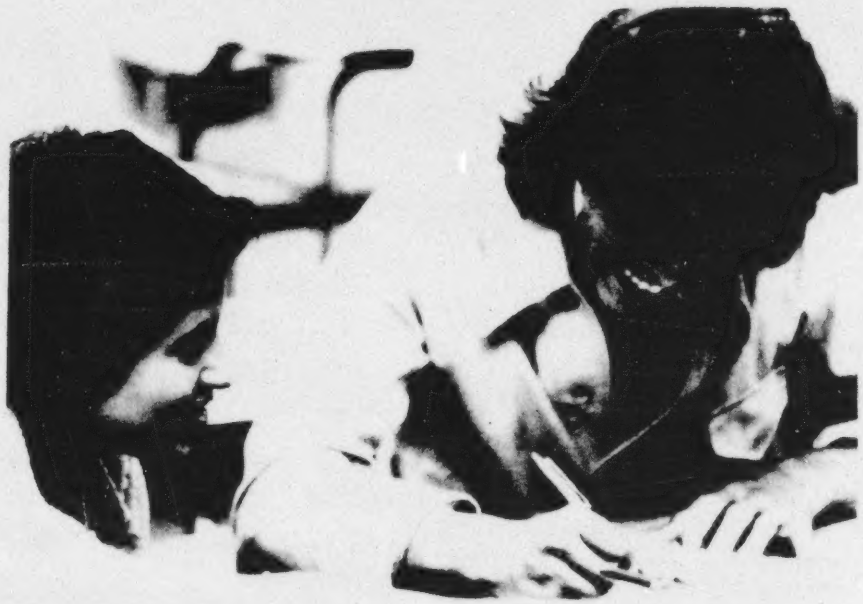
DUE TO THE COOPERATION WITH SAL ARRIAGA OF MIGRANT CHILD EDUCATION AND THE DETERMINATION OF THE APPLICANTS, THEIR FRUSTRATIONS WERE DEALT WITH AND 25 YOUTH WERE CERTIFIED FOR THE COLLEGE BOUND PROGRAM."

SALVADOR ARRIAGA (MIGRANT CHILD EDUCATION RESOURCE TEACHER)

"THE MIGRANT COLLEGE BOUND PROGRAM WAS DESIGNED TO ASSIST MIGRANT STUDENTS THAT HAD GRADUATED FROM HIGH SCHOOL. THE PROGRAM GAVE MIGRANT STUDENTS A UNIQUE COLLEGE AND WORK EXPERIENCE DURING THIS PAST SUMMER (1981).

THE CLASSES WERE HELD AT YUBA COLLEGE AT THE WOODLAND CNETER. TWENTY-FIVE STUDENTS COMPLETED THE ENTIRE TEN WEEKS. THERE WAS ONLY ONE STUDENT THAT STARTED THAT DID NOT COMPLETE THE PROGRAM. THIS INDICATED TO ME THAT THE PROGRAM WAS VERY SUCCESSFUL.

THE STUDENTS THAT PARTICIPATED RECEIVED BOTH A QUALITY LEARNING EXPERIENCE AND A SUCCESSFUL WORK EXPERIENCE. THE COLLEGE EXPERIENCE GAVE THE STUDENTS A SMALL, BUT IMPORTANT INDICATION OF WHAT COLLEGE IS LIKE. FOR MANY STUDENTS, THIS WAS THEIR FIRST OPPORTUNITY TO VISIT AND PARTICIPATE IN A COLLEGE ENVIRONMENT."



MIGRANT COLLEGE BOUND PROGRAM

DATE: June 22 - August 27, 1981
LENGTH: 40 Days
DAYS: Monday, Tuesday, Wednesday and Thursday
TIME: 8:00a.m. to 10:20a.m.
PLACE: Yuba College, Woodland Center (Classroom Component)
Community Employers (Work Experience Component)
CLASSES: Coop Ed 44R (3 units, 18 classroom hours)
General Work Experience
Psych 25 (3 units, 54 classroom hours)
Career Planning
English-Spelling (1 unit, 18 classroom hours)
UNITS: 7 Total
POPULATION: Graduating Migrant Students (30 maximum)

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00a.m. to 9:10a.m.	Career Planning	Career Planning	Career Planning	Career Planning	Six Hours Work Exp. on Fri.
9:30a.m. to 10:30a.m.	Classroom Component of General Work Experience 6/22-7/21 English Course Emphasizing Spelling Skills 7/22-8/20				
11:00a.m. to 3:00p.m.	Students are on the job				

TIME TABLE

1. Recruitment of 30 migrant students to participate in the MCBP.
   Result: Only 25 students could be recruited that met the criteria of the Manpower Program.
2. Begin June 22, and end on August 27.
   Result: Timeline followed.
3. Job placement by June 22, and through August 27.
   Result: Timeline followed.
4. EOPS registration from July 1 through August 14,
   Result: All participants registered by August 14.
5. Registration for Fall, 1981 at Yuba College by August 22,
   Result: 19 of the 25 participants registered by August 22.
6. Evaluation of MCBP by August 27.
   Result: Since various component heads did not finish working until August 28, evaluations were not completed until September.
7. Program Ends: August 27, 1981.
   Result: Timeline followed.

HAVE A HEALTHY HEART

A HIGH ENERGY ADDITION TO THE SUMMER PROGRAM.
THIRTY STUDENTS RUN LAPS, JUMP ROPE, AND DISSECT A COW'S HEART IN AN EFFORT TO LEARN WHAT MAKES THEM TICK AND TO MOTIVATE THEM TO KEEP TICKING.

TITLE OF PROGRAM:	HAVE A HEALTHY HEART
CLIENTS SERVED:	30 CLIENTS; 4TH, 5TH & 6TH GRADE MIGRANT SUMMER STUDENTS
CONTACT PERSONS:	KATHY O'NEILL, TAFFY MAYO, CAROLYN CLAYTON AND CLARA CRUZ 1859 BIRD STREET OROVILLE, CA 95965
PHONE NUMBER:	(916) 534-4414
LOCATION OF PROGRAM:	MIGRANT SUMMER COMPENSATORY EDUCATION PROGRAM AT PLAZA SCHOOL, GLENN COUNTY

THE HAVE A HEALTHY HEART PROGRAM WAS A VERY EXCITING PROGRAM THAT INVOLVED THE STUDENTS IN REAL HANDS-ON ACTIVITIES RELATED TO HEALTH AND PHYSICAL FITNESS. THE PROGRAM RAN FOR FIVE WEEKS DURING THE MIGRANT SUMMER COMPENSATORY EDUCATION PROGRAM AT PLAZA SCHOOL IN GLENN COUNTY. IT TOOK APPROXIMATELY ONE TO ONE AND ONE-HALF HOURS PER DAY TO IMPLEMENT, WITH THIS TIME DIVIDED BETWEEN THE MORNING RUN AND AFTERNOON EXERCISES AND LEARNING ACTIVITIES. STUDENTS PARTICIPATED IN THE COOPER RUN AT THE BEGINNING AND END OF THE PROGRAM TO GAUGE THEIR ENDURANCE AND FITNESS LEVEL. THEY ALL ENJOYED THE MONDAY/WEDNESDAY AEROBICS SESSIONS WHICH WERE RUN ON A ROTATING STATIONS BASIS, EACH STATION A DIFFERENT AEROBIC ACTIVITY SUCH AS JAZZERCISE, JUMPING ROPE, AND FOLLOW THE LEADER.

OTHER ACTIVITIES INCLUDED THE USE OF A SMOKING MACHINE, WHERE STUDENTS WERE ABLE TO OBSERVE THE EFFECTS OF SMOKE ON THE LUNGS, AND THE DISSECTION OF THE BEEF HEART IN ORDER TO LEARN THE PARTS OF THE HEART.

THE PROGRAM WAS HIGHLIGHTED BY PERIODIC AWARDS SUCH AS WRIST (SWEAT) BANDS WHICH WERE WORN AND DISPLAYED PROUDLY BY THE STUDENTS.

NOTE OF CAUTION: IF YOU, AS INSTRUCTOR, ARE RUNNING LAPS WITH STUDENTS, REMEMBER: IF YOU PASS THEM, YOU RAN MORE LAPS; IF THEY PASS YOU, THEY RAN MORE LAPS. THERE WAS OCCASIONALLY SOME CONFUSION IN THIS AREA, NOT TO MENTION FATIGUE.

DESCRIPTION OF GOALS

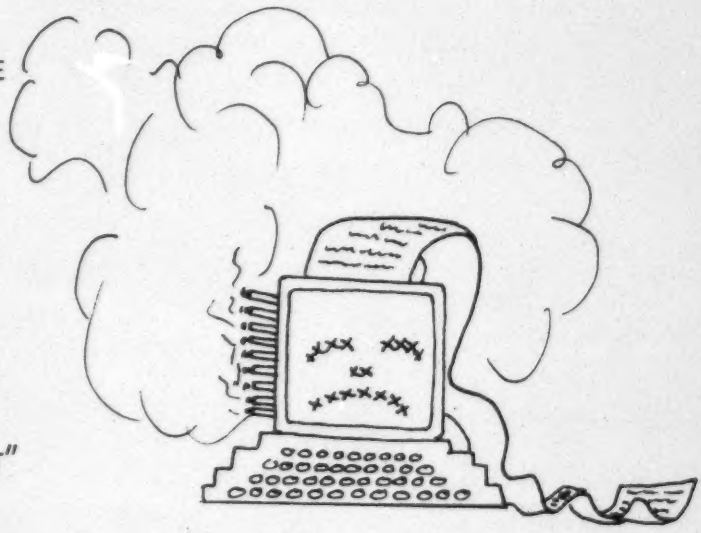
EDUCATIONAL: TO INCREASE STUDENT KNOWLEDGE OF HEART DISEASE AND ITS RELATIONSHIP TO LIFESTYLES. STUDENTS EXPLORE THE RISK FACTORS IN HEART DISEASE, INCLUDING HOW SMOKING, OBESITY, STRESS, HEREDITY, LACK OF EXERCISE, CHOLESTEROL, ARTHERIOSCLOROSIS AND HYPERTENSION (HIGH BLOOD PRESSURE) EFFECT THEIR HEARTS.

PHYSICAL: TO HELP STUDENTS DEVELOP POSITIVE FITNESS AND LIFESTYLE HABITS. STUDENTS LEARN HOW TO BEGIN AND MAINTAIN AN AEROBIC FITNESS PROGRAM THROUGH PRACTICE.

DESCRIPTION OF PROGRAM:

MATERIALS: STUDENT LIFESTYLE AND FITNESS BOOKLETS, INCENTIVE MATERIALS (WRIST BANDS, ETC.) 4 VIDEO TAPES, TEACHER'S MANUAL, LESSON PLAN DITTOS, AEROBIC FITNESS MATERIALS PACKET.

THE PROGRAM IS WRITTEN IN ENGLISH AND WAS ORIGINALLY DESIGNED TO BE IMPLEMENTED DURING THE REGULAR SCHOOL YEAR. HERE IT WAS DONE FOR FIVE WEEKS AS A PILOT PROGRAM. MATERIALS ARE PRESENTLY BEING DEVELOPED IN SPANISH. THE MATERIALS CAN BE USED IN WHOLE OR IN PART AND ARE EASILY ADAPTED TO DIFFERENT AGE GROUPS. THE INITIAL MATERIALS AND TRAINING WERE PROVIDED FREE BY "HAVE A HEALTHY HEART" IN SEATTLE (4095 173RD PLACE, S.E., BELLEVUE, WA 98008).



RESULTS

THE ENERGY AND ENTHUSIASM GENERATED BY THE PROGRAM SEEMED TO SPILL OVER TO EVERYONE AT THE CEP SITE. HOPEFULLY, AWARENESS OF GOOD HEALTH HABITS, INCLUDING DIET AND EXERCISE, WILL HAVE EFFECTS ON STUDENTS AND STAFF FOR MANY YEARS. ONE INSTRUCTOR STOPPED SMOKING - HOPEFULLY, 30 STUDENTS WILL NEVER BEGIN.

REACHING OUT TO THE WHOLE FAMILY

IN RECOGNITION OF THE WHOLE FAMILY BEING MIGRANT CHILD EDUCATION'S MAJOR CLIENT, THE FOLLOWING PROJECTS ARE PRESENTED AS SOME OF THE MEANS THAT THE REGION EMPLOYS IN FULFILLING ITS RESPONSIBILITY.

WE BELIEVE THAT THE SUPPORT OF THE MIGRANT STUDENT BY HIS FAMILY AS A UNIT IS AS CRUCIAL TO HIS EDUCATIONAL SUCCESS AS IS THE EFFECTIVENESS OF THE SCHOOLS IN THE EDUCATIONAL EFFORT.

THE MIGRANT SERVICES AIDE

A CLIENT BASED JOB DESCRIPTION THAT SERVES THE WHOLE CHILD

TITLE OF PROGRAM:	The Migrant Services Aide
CLIENTS SERVED:	Migrant Children & Their Families
CONTACT PERSON:	Frank S. Ludovina, Director 2060 Third St. Oroville, CA 95965
PHONE NUMBER:	(916) 533-2333
LOCATION OF PROGRAM:	Region II

WHAT IS IT?

The MSA works seven hours per day, providing classroom assistance (tutorial support) school-family liaison, health, community services, and statistical, MSRTS record-keeping maintenance and up-dating.

This person generally works 3-4 hours per day in the classroom and 3-4 hours in support services and paperwork. However, their schedule is flexible and may vary to allow for home visits, parent meetings, and sometimes, special projects, such as workshops or evening or weekend tutoring programs.

BACKGROUND

As institutions develop there is a tendency for them to serve themselves rather than the client for whom the institution was established.

The establishment of the Migrant Services Aide role is an attempt to closely conform to the needs of the client; the migrant child and his family.

The initial "shaping" of the Migrant Education Program was left to educators who, simply stated, believe that <u>instruction</u> is the paramount activity for schools and all school related programs.

While educators recognize such factors as adequate housing, health care, parental support and the degree of social and ethnic prejudice as having direct impact upon a child's benefiting from the instructional program, they do not view these "support activities" as a direct responsibility of the school.

Reflecting the attitude stated above, the major form of delivering Migrant Education services was expressed in the job title of an <u>instructional aide</u> or <u>tutor</u>. Although it was a clearly stated responsibility of the Migrant Education Program to provide other services, the support or ancillary services were totally ignored or given faint recognition. As funding increased, and pressures were exerted to implement a

MORE COMPREHENSIVE APPROACH TO THE NEEDS OF MIGRANT CHILDREN, THE RESPONSE WAS TO CREATE MORE JOB TITLES WHICH WOULD COMPLY WITH "LOWER PRIORITY" MANDATES AND NOT INTERFERE WITH THE EDUCATORS' HIGHEST PRIORITY OF INSTRUCTION.

IN SOME CASES, JOB TITLES THEMSELVES AND THE NIGGARDLY AMOUNT OF RESOURCES INVESTED IN THE ACTIVITIES AS COMPARED TO "INSTRUCTION AND TUTORING" QUITE ACCURATELY REFLECTED THE SCHOOLS' PRIORITIES AND NEEDS.

IT SEEMS THAT NO ONE STOPPED TO ANALYZE WHETHER, FROM THE PERSPECTIVE OF THE CHILD AND FAMILY, IF A "COMMUNITY AIDE", A "PARENT LIAISON", A "HEALTH AIDE", A "STATISTICAL AIDE", ETC., ETC., WOULD BE AN APPROPRIATE DELIVERY STRUCTURE TO MEET PRESENT AND FUTURE NEEDS OF THE CLIENTS.

ONE OF THE GENERALIZATIONS REGARDING MIGRANT FAMILIES WHICH HAS A HIGH DEGREE OF VALIDITY IS THAT THE FAMILY AS A UNIT IS THE DOMINANT ATTITUDINAL AND BEHAVIORAL CONSIDERATION.

THE INDIVIDUAL WITHIN THE FAMILY UNIT IS SUBLIMATED IN FAVOR OF THE FAMILY AS A WHOLE. FOR THE SCHOOLS TO PRESENT A HELPING PROGRAM WHICH SEGMENTS AND SEGREGATES ITS SERVICES AMONG MANY STAFF WITH DIFFERENT OR NEBULOUS JOB TITLES IS ANTITHETICAL TO THE MIGRANT FAMILY AND, OF COURSE, TO THE CHILD(REN) WITHIN THAT FAMILY.

IT IS POSSIBLE WHERE JOB TITLE PROLIFERATION STILL EXISTS THAT A GIVEN MIGRANT FAMILY MIGHT BE CONFRONTED WITH MORE THAN A HALF DOZEN PEOPLE RELATED TO THE MIGRANT CHILD EDUCATION PROGRAM, ALL HAVING DIFFERENT JOB TITLES.

IMAGINE THE DILEMMA OF A MIGRANT FAMILY SEEKING ASSISTANCE. WHICH BUTTON DO YOU PUSH FOR WHICH SERVICE? IMAGINE A CHILD BEING TUTORED BY ONE PERSON, "IDENTIFIED" BY ANOTHER, TAKEN TO THE DENTIST BY ANOTHER AND ENCOURAGED TO INVITE HIS PARENTS TO A MEETING BY YET ANOTHER MIGRANT EDUCATION EMPLOYEE.

THE MIGRANT SERVICES AIDE JOB TITLE REDUCES THE NUMBER OF PEOPLE WITH WHOM A CHILD AND FAMILY MUST RELATE IN ORDER TO SEEK OR RECEIVE SERVICES.

EXPERIENCE HAS SHOWN THAT THE AMOUNT OF SERVICES (IDENTIFIED PROBLEMS) DRAMATICALLY INCREASES WHEN THE NUMBER OF PEOPLE (JOB TITLES) IS REDUCED. THE COST PER SERVICE IS ALSO DRAMATICALLY REDUCED, ALTHOUGH TOTAL COSTS RISE DUE TO THE INCREASE IN QUANTITY OF SERVICES.

ASIDE FROM A GREATER NEED FOR TRAINING OF STAFF TO BECOME GENERALISTS RATHER THAN SPECIALISTS, THE MAJOR PROBLEM AREA IN IMPLEMENTING THE MIGRANT SERVICES AIDE CONCEPT IS THE SCHOOLS' ATTITUDE. THE PRINCIPAL RATIONALE OF THE MSA POSITION IS THAT THE SCHOOLS HAVE THE PRIME RESPONSIBILITY FOR INSTRUCTION AND, AS SUPPLEMENTARY PROGRAM, MIGRANT EDUCATION HAS A SECONDARY ROLE. THE MIGRANT EDUCATION PROGRAM, OFTEN FINDS ITSELF WITH THE PRIME RESPONSIBILITY FOR SUP-

PORT SERVICES, SINCE NO OTHER RECOURSE IS AVAILABLE TO THE MIGRANT CHILD.

A CONTINUED EFFORT MUST BE MADE TO CONVINCE EDUCATORS THAT THE MIGRANT CHILD IS BEST SERVED BY COHESIVE SERVICE TO THE WHOLE FAMILY, AND THE MOLDING OF THE MIGRANT EDUCATION PROGRAM INTO A MIRROR-IMAGE OF THE SCHOOLS TENDS TO SERVE THE INSTITUTION AND NOT NECESSARILY THE CLIENT.

THE MIGRANT SERVICES AIDE POSITION IS BASED UPON THE FOLLOWING HYPOTHESES:

1. A BROADER DELINEATION OF JOB RESPONSIBILITY OF PARA-PROFESSIONALS ATTEMPTING TO SERVE CLIENTS WITH AN INORDINATE NUMBER OF NEEDS (THE MSA) PRODUCES THE FOLLOWING POSITIVE RESULTS.
   A. MORE STAFF WHO ARE TOTALLY RESPONSIBLE FOR THE WHOLE CHILD.
   B. BETTER RECOGNITION OF THE NUMBER AND KINDS OF NEEDS.
   C. FASTER RESOLUTION OF NEED DUE TO IMMEDIATE ACCESS OF STAFF MEMBER TO INITIATE SERVICES.
   D. MORE EFFECTIVE UTILIZATION OF STAFF TIME AND FISCAL RESOURCES DUE TO STAFF MEMBERS PROXIMITY TO THE CHILD/FAMILY AND SERVICE PROVIDER, THEREBY REDUCING TRAVEL TIME, HOURLY SALARY, AND TRAVEL REIMBURSEMENT.
   E. MORE HUMANLY EFFECTIVE IN THAT THE CHILD/FAMILY RELATE TO A KNOWN STAFF MEMBER RATHER THAN A SPECIALIST WHO MAY BE A STRANGER.
   F. MORE INTEGRATED WITH THE SCHOOL ORGANIZATION IN THAT THE STAFF MEMBER WHO INITIATES/FACILITATES SERVICES IS DIRECTED, SUPERVISED AND SUPPORTED BY THE SCHOOL.
2. THE PRIME RESPONSIBILITY FOR THE DIRECT AND ORIGINAL INSTRUCTION OF MIGRANT STUDENTS LIES WITH THE SCHOOL AND NOT THE MIGRANT EDUCATION PROGRAM.
3. THE PRIME RESPONSIBILITY FOR SUPPORT SERVICES (I.E., HEALTH, PARENTAL INVOLVEMENT, PROGRAMMATIC REQUIREMENTS, AND OTHER COMMUNITY SUPPORT SYSTEMS) BY MANDATE AND/OR DEFAULT LIES WITH THE MIGRANT EDUCATION PROGRAM IN CONCERT WITH THE SCHOOLS AND OTHER APPROPRIATE AGENCIES.

MOTIVATION FOR THE CHANGE

SOME OF THE SITUATIONS THAT WERE PRODUCED BY PREVIOUS SPECIALIZATION OF PARAPROFESSIONAL STAFF ARE THE FOLLOWING:

1. AIDES TENDED TO CONCENTRATE ON THEIR LIMITED SPHERE OF RESPONSIBILITY AND IGNORE OR NOT RECOGNIZE OTHER NEEDS OF MIGRANT CHILDREN.
2. ACCOUNTABILITY FOR DELIVERY OF SERVICE WAS SUBJECT TO "BUCK-PASSING".
3. AIDES IN THE SUPPORT SERVICES AREAS WERE GROSSLY UNDERSTAFFED, HAVING MORE THAN TWO HUNDRED CHILDREN DISTRIBUTED OVER IMMENSE AREAS.
4. BECAUSE OF THE UNDERSTAFFING OF SUPPORT SERVICES AIDES, GEOGRAPHICAL DISTANCES, AND COSTS, THE DELIVERY OF SERVICE AND FOLLOW-THROUGH WERE DELAYED.
5. PARENTS, SCHOOL PERSONNEL AND EVEN MIGRANT PROGRAM PERSONNEL WERE CONFUSED ABOUT WHO IT WAS WITHIN THE MIGRANT PROGRAM THAT SHOULD INITIATE/FACILITATE A GIVEN SERVICE.
6. SUPPORT SERVICES AIDES WERE OFTEN "STRANGERS" TO SCHOOL PERSONNEL, PARENTS AND, MOST UNFORTUNATELY, TO THE CHILD WHO OFTEN TIMES HAD TO ACCOMPANY THIS STRANGER TO A THREATENING EXPERIENCE (I.E., THE FIRST VISIT TO THE DENTIST OR DOCTOR).

EVALUATIVE COMMENTS

1. AFTER TRAINING AND EXPERIENCE, STAFF WHO WERE SPECIALISTS FEEL MORE PERSONAL GROWTH AND GREATER JOB FULFILLMENT WITH THEIR MORE GENERAL ROLE.
2. PARENTS, NOW, CAN IDENTIFY AT THE SCHOOL LEVEL WITH THE STAFF MEMBER WHO CAN INITIATE/FACILITATE SUPPORT SERVICES ALONG WITH TUTORIAL SERVICES.
3. THERE EXISTS AMONG SCHOOL PERSONNEL A HESITANCY TO ASSUME A BROADER RESPONSIBILITY FOR SUPPORT SERVICES OF MIGRANT CHILDREN.
4. RESOURCES MUST BE DEVOTED TO ORIENTING SCHOOL STAFF AS TO THE RATIONALE FOR THE MIGRANT SERVICES AIDE CONCEPT.
5. IN SOME CASES, THE SCHEDULING OF THE MIGRANT SERVICES AIDE'S TIME, IN ORDER THAT SUPPORT SERVICE ACTIVITIES DO NOT CONFLICT WITH TUTORIAL SERVICES, HAS NOT BEEN AND NEEDS TO BE AGGRESSIVELY PURSUED BY SCHOOL ADMINISTRATION.
6. STAFF TRAINING COSTS ARE REDUCED BECAUSE JOB TITLES ARE REDUCED.

PROYECTO COMUNIDAD
(A "LA FAMILIA" PROGRAM)

THIS PROGRAM INVOLVES THE ENTIRE FAMILY IN LEARNING EXPERIENCES.

TITLE OF PROGRAM: PROYECTO COMUNIDAD
CLIENTS SERVED: MIGRANT FAMILIES
CONTACT PERSON: AURELIO HARO
510 COLLEGE STREET
WOODLAND, CA 95965
PHONE NUMBER: (916) 666-1977
LOCATION OF PROGRAM: ISELTON, CALIFORNIA

WHAT IS IT?

THE PROYECTO COMUNIDAD-LA FAMILIA SERVES THE TOTAL MIGRANT FAMILY BASED ON A NEEDS ASSESSMENT OF THE PARTICIPANTS. THE PROGRAM IS PRESENTLY PROVIDING ESL TO ADULTS, TUTORIAL ASSISTANCE TO SCHOOL AGED PARTICIPANTS AND BABYSITTING FOR CHILDREN UNDER FIVE. EXPANSION IS PLANNED TO INVOLVE OTHER SUBJECT AREAS AND AN ADDITIONAL SITE BECAUSE OF THE GEOGRAPHIC MAKE-UP OF THE COMMUNITY.

BACKGROUND

PROYECTO COMUNIDAD-LA FAMILIA WAS DEVELOPED PRIMARILY TO SERVE AN OFTEN EDUCATIONALLY NEGLECTED MIGRANT PARENT POPULATION IN A DISTRICT LACKING AN ADULT EDUCATION PROGRAM. BECAUSE OF THE PRESENT INVOLVEMENT OF THE MIGRANT CHILD EDUCATION STAFF WITH PARENTS IN PARENT ADVISORY COMMITTEES (PAC's), AND WITH THEIR CHILDREN IN THE SCHOOL SYSTEM, IT WAS PROPOSED THAT BOTH PARENTS AND CHILDREN BE PROVIDED AN OPPORTUNITY TO LEARN TOGETHER IN HOPES OF FOSTERING THE IMPORTANCE OF EDUCATION IN BOTH, THEREBY BENEFITING EVERYONE INVOLVED.

THE VARIOUS AGENCIES AND INSTITUTIONS INVOLVED ARE DEDICATED TO PROVIDING A PROGRAM THAT REFLECTS THE PERSONAL NEEDS OF THE PARENTS, AS WELL AS THOSE OF THE SCHOOLS. IT IS THE INTENT OF THE VARIOUS AGENCIES AND INSTITUTIONS TO PROVIDE AN ATMOSPHERE CONDUCIVE TO IMPROVING HOME-SCHOOL COMMUNICATION AND A BETTER UNDERSTANDING OF THE SCHOOL SYSTEM.

THE EDUCATIONAL SYSTEM SHOULD NOT ONLY PREPARE THE CHILD TO FUNCTION AS A CONTRIBUTING MEMBER OF THE COMMUNITY, BUT SHOULD INVOLVE THE TOTAL FAMILY, THEREBY MINIMIZING THE POSSIBILITY OF A BREAKDOWN BETWEEN HOME, CHILD AND SCHOOL. FOR THIS PURPOSE, PROYECTO COMMUNIDAD-LA FAMILIA WAS CONCEIVED AND IMPLEMENTED.

PROGRAM GOALS AND OBJECTIVES

THE PROGRAM GOALS AND OBJECTIVES ARE DIRECTLY LINKED TO THE PHILOSOPHY OF UNITING THE FAMILY IN AN EDUCATIONAL ATMOSPHERE. LEARNING BY PARENTS AND THEIR CHILDREN COULD TAKE PLACE SIMULTANEOUSLY, ALLOWING PARENTS TO OBSERVE THEIR CHILDREN IN STUDY, AND VICE VERSA, THEREBY CREATING A CLOSER AND STRONGER LINK BETWEEN HOME,

CHILD AND SCHOOL.

IN DEVELOPING SUCH A PROGRAM, THE FOLLOWING GOALS WERE DEVISED:

1. TO PROVIDE PARENTS WITH THE NECESSARY SKILLS TO BECOME SELF-ADVOCATES AND ADVOCATES FOR THEIR CHILDREN.
2. TO DEVELOP AWARENESS IN PARENTS OF THE PURPOSE OF THE EDUCATIONAL SYSTEM.
3. TO IMPROVE COMMUNICATION BETWEEN HOME AND SCHOOL.

IN MEETING THESE GOALS, THE FOLLOWING OBJECTIVES WERE FORMULATED:

1. TWICE WEEKLY ESL CLASSES WOULD BE PROVIDED TO NON-ENGLISH AND LIMITED ENGLISH SPEAKING PARENTS.
2. A TUTORING PROGRAM WOULD BE DEVELOPED FOR SCHOOL CHILDREN.
3. CHILD CARE WOULD BE PROVIDED FOR CHILDREN UP TO FIVE YEARS OLD.
4. AFTER EACH SEMESTER, AN ASSESSMENT WOULD BE CONDUCTED IN ORDER TO INCORPORATE OTHER CLASSES REQUESTED BY THE PARENTS.

AS PARTICIPANTS BECOME MORE INVOLVED, THEIR SPECTRUM OF INTEREST WIDENS AND THEIR NEEDS CHANGE. IT IS THE RESPONSIBILITY OF THE PROGRAM TO REEVALUATE GOALS AND OBJECTIVES IN RESPONSE TO THESE CHANGING NEEDS AND INTERESTS AND ADHERE TO THE INPUT OF THE PARTICIPANTS.

INTERAGENCY COORDINATION

PROYECTO COMUNIDAD-LA FAMILIA WAS IMPLEMENTED AFTER THE COOPERATION FROM VARIOUS AGENCIES AND INSTITUTIONS HAD BEEN SOUGHT AND COMMITMENTS TO PROVIDE SERVICES HAD BEEN AGREED UPON. THE FOLLOWING IS A LIST OF THE VARIOUS AGENCIES NOW INVOLVED IN THE PROGRAM, AND THEIR SPECIFIC SERVICES BEING PROVIDED:

1. SAN JOAQUIN DELTA COLLEGE--BUILDING SITE, AVENUE FOR COMMUNICATION.
2. RIVER DELTA JOINT UNIFIED SCHOOL DISTRICT--BUILDING SITE, AVENUE FOR COMMUNICATION, PAC MEETINGS, TEACHER INPUT ON TUTORING.
3. ST. JOSEPH'S CHURCH--COMMUNICATION AND INFORMATION ON PROGRAM.
4. LA FAMILIA--FACILITATOR, COORDINATION OF RESOURCES.
5. MIGRANT CHILD EDUCATION--ORGANIZATION, STAFF, MATERIALS.
6. THE FOUNDATION FOR PHENOMENOLOGICAL RESEARCH INC.--CHILD CARE STAFF, TUTORING STAFF.

EACH AGENCY'S UNIQUE CONTRIBUTION HAS PLAYED A MAJOR ROLE IN THE SUCCESS OF THIS PROGRAM.

AN AVERAGE OF 65 PARENTS PER NIGHT ATTENDED ESL CLASSES. AN AVERAGE OF FIVE ONE-TO-FIVE YEAR OLD CHILDREN AND TWENTY-FIVE SCHOOL AGE YOUNGSTERS WERE PRESENT PER NIGHT. THE PROGRAM IS PRESENTLY EXPANDING TO INCLUDE OTHER COMMUNITIES IN THE DISTRICT. DUE TO THE PHYSICAL GEOGRAPHY OF THE SCHOOL DISTRICT, WHICH IS SPLIT BETWEEN THREE COUNTIES, IT IS NOT FEASIBLE TO MEET THE NEEDS OF ALL THE PARENTS IN THE ENTIRE DISTRICT WITH JUST ONE SITE. PROYECTO COMUNIDAD-

La Familia is able to expand and encompass a larger area. Expansion is also being planned to incorporate additional subject areas.

EVIDENCE OF EFFECTIVENESS

The attendance at the twice weekly sessions indicates that the program has been a success, with an average of 65 participants at each session. The fact that expansion is being planned for the near future is further evidence that community needs are being met. The participation and cooperation of the many agencies that made this program possible deserves special credit. The cost to Region II is minimal as some of these agencies are providing the financial support.

LA FAMILIA

ASSESSMENT QUESTIONAIRE

I. PROJECT INFORMATION:

a) Project Site: Isleton Elem, Isleton, CA

b) School District: River Delta

c) Migrant Region: II

d) Adult Education Provider:

e) Contact Persons(s): Aurelio Haro

f) Migrant 303 participant project:

II. AVERAGE NUMBER OF PARTICIPANTS:

a) Adults: 68

b) Youth: (16 to 18 years of age)

c) Children: (5 t0 16 years of age) 25

d) Pre-school age children: (0 to 5 years of age) 5

e) Comments:

III. SCHEDULE OF LA FAMILIA ACTIVITIES:

a) How many days (evenings) per week: 2

b) How many hours per day (evening): 3

c) Comments:

IV. TYPES OF ACTIVITIES/SERVICES PROVIDED: (BRIEFLY SPECIFY EACH SERVICE CATEGORY)

a) Education-Adults:
- ESL - beginning and advanced

b) Education-Children:
- tutoring
- skill building
- preventive health
- social skills
- ESL

c) Education-Youth:

d) Education-Preschoolers:
- story time
- social skills
- early childhood dev.

e) Vocational/Employ. Training:

f) Social/Health Services:

g) Child Care:
- baby sitting

h) Recreation:

i) Other:

Other:

LA FAMILIA
ASSESSMENT QUESTIONAIRE

V. LA FAMILIA
PARTICIPATING AGENCIES AND PROGRAMS" INFORMATION

PLEASE LIST AGENCY/PROGRAM'S TITLE CONTACT PERSON(S) A BRIEF DESCRIPTION OF SERVICES AND RESOURCES PROVIDED BY THE AGENCY AND THE ESTIMATED DOLLAR VALUE OF SUCH SERVICES AND RESOURCES

	Agency/Program Title	Contact Person	Services provided by agency	Resources provided by agency	Estimated dollar value of services/res.	Comments
1.	Delta College	Mary Ann Kellar	Teachers (2)	xeroxing, materials,	$7,000/year	
2.	Delta College	Helen Palmer		(paper, pencils)		
3.	La Familia	Adrianna Simmons	coordination	facilitator time		
4.	Foundation Center for Phenomenological Research	Antonia Lopez	tutors, teachers	child care equipment	$5,300/year	
5.	River Delta USD	Jerry Rubier	building site	visual equipment, utilities		
6.	St. Joesph's Ch.	Father David	communication	Access to parents		
7.	Migrant Child Ed.	Aurelio Haro	coordination, organiz-		$2,500/year	
8.			ation, Resource Teacher			
9.			time, tutor coordin-			
10.			ation (MSA)			

VI. PLEASE NAME INDIVIDUALS AND/OR AGENCIES/PROGRAMS THAT YOU WOULD LIKE TO GIVE SPECIAL RECOGNITION FOR THEIR CONTRIBUTIONS TO THE DEVELOPMENT OF LA FAMILIA:

Helen Palmer, Delta College

Mary Ann Keller, Delta College

Jerry Rubier, Isleton El.

LA FAMILIA

BASIC CONCEPT

LA FAMILIA, AS A CONCEPT OF TOTAL FAMILY EDUCATION, SEES THE SCHOOL AS THE CENTRAL AND VITAL LINK BETWEEN FAMILY AND COMMUNITY. AS A PROGRAM MODEL, IT SEEKS TO IMPROVE THE QUALITY OF EDUCATION, STRENGTHEN THE FAMILY UNIT, AND ENRICH THE COMMUNITY. IT IS THROUGH A UNITED EFFORT THAT THE POTENTIAL OF THE SCHOOL, THE FAMILY AND THE COMMUNITY IS REACHED; AND THE QUALITY OF LIFE IS IMPROVED.

SITES

THERE ARE TWO "OFFICIAL" LA FAMILIA SITES IN MIGRANT CHILD EDUCATION - AREA I, ONE IN WINDSOR AND THE SECOND IN GEYSERVILLE. BOTH SMALL COMMUNITIES ARE IN SONOMA COUNTY, 8 AND 25 MILES NORTH OF SANTA ROSA ON HIGHWAY 101 RESPECTIVELY.

SERVICES

WHILE A LA FAMILIA PROJECT CAN PROVIDE A VARIETY OF EDUCATIONAL SERVICES (SEE ATTACHMENT), MOST PROJECTS BEGIN BY OFFERING ENGLISH AS A SECOND LANGUAGE (ESL) CLASSES. BOTH SITES ARE DOING JUST THAT.

TUTORIAL ASSISTANCE IS PROVIDED TO SCHOOL-AGE CHILDREN WHO ATTEND THE SESSIONS. CHILDCARE IS A MUST FOR PARENTS WHO WOULD NOT OTHERWISE BE ABLE TO ATTEND. THIS IS ALSO PROVIDED AT BOTH SITES.

TITLE OF PROGRAM: LA FAMILIA
CLIENTS SERVED: MIGRANT FAMILIES & STUDENTS
CONTACT PERSON: MYRNA GREENE
3401-A INDUSTRIAL DR.
SANTA ROSA, CA 95401
PHONE NUMBER: (707) 526-1272
LOCATION OF PROGRAM: WINDSOR & GEYSERVILLE

INTERAGENCY COORDINATION

THE FOLLOWING AGENCIES ARE BUSY WORKING TOGETHER MAKING LA FAMILIA A SUCCESS: SANTA ROSA JUNIOR COLLEGE PROVIDES THE INSTRUCTORS; MIGRANT CHILD EDUCATION PROVIDES AIDE TIME FOR TUTORING AND TEACHER ASSISTANTS; WINDSOR AND GEYSERVILLE SCHOOL DISTRICTS PROVIDE ROOMS; 4-H PROVIDES ARTS AND CRAFTS IDEAS AND MATERIALS FOR PRESCHOOLERS; MIGRANT CHILD EDUCATION PROVIDES WORK STUDY FUNDS FOR CHILDCARE SUPERVISION; AND LA COOPERATIVA PROVIDES CONSULTANT SERVICES.

STATEMENT OF SUCCESS

LA FAMILIA HAS MADE IT POSSIBLE FOR AN AVERAGE OF 20 ADULT STUDENTS PER SITE TO HAVE WEEKLY ESL CLASSES. THIS HAS BEEN MADE POSSIBLE BECAUSE OF TWO MAJOR FACTORS: 1) COURSES ARE OFFERED LOCALLY, AND 2) THERE ARE CHILDCARE SERVICES PROVIDED.

PROSPECTS FOR THE FUTURE

BECAUSE OF THE SUCCESS OF THE TWO PROJECT SITES NOW IN OPERATION, IT IS ANTICIPATED THAT TWO OTHER PROJECTS WILL BE STARTING IN SONOMA AND CALISTOGA OR ST. HELENA IN THE NEAR FUTURE.

LA FAMILIA
SERVICES AND ACTIVITIES

LA FAMILIA PROVIDES EDUCATIONAL OPPORTUNITIES AND INFORMATION ON COMMUNITY RESOURCES AND SERVICES SUCH AS:

BASIC NEEDS

TRANSPORTATION
FOOD, HOUSING
CLOTHING
CHILD CARE
HEALTH
LEGAL AID
CONSUMER EDUCATION

SOCIAL NEEDS

COUNSELING (FAMILY, COMMUNITY)
CITIZENSHIP
DRIVERS EDUCATION
CHILD DEVELOPMENT ACITIVITIES
EFFECTIVE PARENT TRAINING
SPORTS/RECREATION
ARTS & CRAFTS
MULTI-CULTURAL ACTIVITIES

LANGUAGE NEEDS

BILINGUAL EDUCATION
ENGLISH AS A SECOND LANGUAGE

JOB NEEDS

CAREER & JOB COUNSELING
VOCATIONAL TRAINING
JOB SKILLS
JOB INFORMATION & REFERRAL

GENERAL EDUCATION NEEDS

BASIC SKILLS
HIGH SCHOOL DIPLOMA (GED)
NUTRITION
FIRST AID
EDUCATIONAL COUNSELING

"LA JUVENTUD MEXICANA"
A 4-H CLUB FOR JUNIOR HIGH MIGRANT STUDENTS

RESPONSIBILITY, PRIDE AND GOOD FOOD ARE A FEW OF MANY PRODUCTS OF THIS MIGRANT 4-H CLUB.

WHAT IS IT?

A 4-H CLUB INITIATED BY MIGRANT CHILD EDUCATION PERSONNEL TO INCREASE THE SELF-CONFIDENCE AND SKILLS OF MIGRANT STUDENTS AT THE JUNIOR HIGH LEVEL.

BEGINNING LAST YEAR WITH AN ORIGINAL ENROLLMENT OF FIVE MEMBERS, THE 4-H CLUB, LA JUVENTUD MEXICANA IN GRIDLEY HAS GROWN TO OVER THIRTY ACTIVELY INVOLVED MIGRANT STUDENTS. THE MIGRANT CHILD EDUCATION RESOURCE TEACHER SERVES AS LEADER WITH THE ASSISTANCE OF MIGRANT SERVICES AIDES AND PARENTS, AS WELL AS VERY ACTIVE STUDENT OFFICERS. THIS CLUB HOLDS MEETINGS DURING FREE TIME AT SCHOOL AND SCHEDULES A VARIETY OF EVENTS AND PROJECTS.

PROJECTS

4-H PROJECTS THAT INTEREST THE MEMBERS RANGE FROM COOKING AND SEWING TO SPORTS AND THE DRAMATIC ARTS. MEMBERS HAVE SHOWN THEIR TALENT IN THESE PROJECTS BY PARTICIPATING IN 4-H DEMONSTRATION DAYS, THE BUTTE COUNTY MEDIA CONTEST, AS WELL AS SCHOOL AND PARENT PROGRAMS. AWARDS INCLUDE, ONE GOLD SEAL AND TWO BLUE SEALS IN THE 4-H FOODS FIESTA CONTEST, FIVE BLUE RIBBONS AND FIVE RED RIBBONS FOR FIVE MEMBERS IN THE JUNIOR HIGH DIVISION OF THE BUTTE COUNTY MEDIA CONTEST. THIS YEARS' MEMBERS PLAN EVEN GREATER PARTICIPATION IN LOCAL AND STATE EVENTS.

TITLE OF PROGRAM:	LA JUVENTUD MEXICANA 4-H CLUB
CLIENTS SERVED:	MIGRANT CHILDREN AND THEIR FAMILIES
CONTACT PERSON:	BETTY PETERSON 1859 BIRD STREET OROVILLE, CA 95965
PHONE NUMBER:	(916) 534-4414
LOCATION OF PROGRAM:	GRIDLEY, CALIF. SYCAMORE SCHOOL

ACTIVITIES

THIS DECEMBER THE CLUB MEMBERS WERE INVITED TO TAKE PART IN THE VIRGIN DE GUADALUPE PROCESSION IN GRIDLEY. CLUB OFFICERS DESIGNED A FLOAT, WHILE SEWING PROJECT MEMBERS, UNDER THE DIRECTION OF THEIR PARENT LEADER MRS. TEJEDA, DESIGNED AND SEWED AN OFFICIAL CLUB BANNER ESPECIALLY FOR THIS OCCASION. FOR THEIR EFFORTS, THE CLUB WON A SECOND PLACE TROPHY PRESENTED TO THEM BY THE SOCIEDAD GUADALUPANA.

RECOGNITION FROM THE SCHOOL

4-H CLUB OFFICERS HAVE BEEN INVITED BY THE SYCAMORE STUDENT COUNCIL TO SIT-IN ON THEIR WEEKLY MEETINGS. THIS INVOLVEMENT HAS ENCOURAGED 4-H MEMBER PARTICIPATION IN OTHER SCHOOL FUNCTIONS. THE SCHOOL'S

CHRISTMAS DANCE, FEATURED MEXICAN CHRISTMAS PASTRIES, BAKED BY THE MEMBERS OF THE 4-H COOKING PROJECT. A PIÑATA BY THE CRAFTS PROJECT WAS ALSO INCLUDED IN THE PLANS FOR THE NIGHT. 4-H MEMBERS AND THEIR PARENTS WERE ENCOURAGED TO JOIN IN ON THE NIGHT'S FESTIVITIES.

MEMBERS PLANNED AND PREPARED FOR THIS YEAR'S FOOD FIESTA CONTEST. TEN MEMBERS ENTERED DISHES FEATURING MEXICAN FOOD AND DESSERTS. OTHER MEMBERS BAKED CAKES AND PIES FOR 4-H FUN NIGHT. THE DRAMA PROJECT IS ALSO BUSY PLANNING PROGRAMS FOR DÍA DE LAS MADRES AND THE BUTTE COUNTY MEDIA CONTEST.

ALONG WITH PARTICIPATION IN PROJECT ACTIVITIES, THE 4-H MEMBERS ARE ALSO BUSY TRYING TO RAISE MONEY TO PURCHASE CLUB JACKETS. MEMBERS HAVE ALREADY RAISED MONEY BY PICKING WALNUTS, HAVING BAKE SALES AND SELLING CARNATIONS FOR ST. VALENTINE'S DAY. THEY SOLD 150 FLOWERS AND MADE $100 PROFIT. FUTURE PLANS INCLUDE ALUMINUM CAN COLLECTIONS AND DRAMA PRODUCTIONS.

PARENT INVOLVEMENT

SUPPORT FROM THE PARENT PROJECT LEADERS HAS INCREASED DRAMATICALLY. THEY HELP MEMBERS SEW COSTUMES FOR DANCE PRODUCTIONS, BAKE COOKIES AND CAKES FOR BAKE SALES AND THEY ATTEND LOCAL 4-H LEADER MEETINGS. AT AN AWARDS PARTY LAST YEAR, FIVE PARENT LEADERS RECEIVED THEIR FIRST YEAR LEADERSHIP PINS. WITHOUT THE HELP

FROM THE PARENT LEADERS, MANY PROJECTS WOULD NEVER BE REALIZED.

COMMUNITY SUPPORT

COMMUNITY SUPPORT IS ALSO A FACTOR IN THE SUCCESS OF THE JUVENTUD MEXICANA CLUB. COMMUNITY MEMBERS FROM THE CHURCH AND LOCAL NEWSPAPER HAVE VOLUNTEERED TO WORK WITH THE MEMBERS IN ANIMAL TRAINING PROJECTS AND JOURNALISM. THE CONCILIO MEXICANO DONATED $50 TO THE CLUB TREASURY.

RESULTS

THE EXPOSURE THE MEMBERS RECEIVE THROUGH THE CLUB AND PROJECT EXPERIENCE HELPS TO BUILD SELF-ESTEEM AND SELF-CONFIDENCE AS WELL AS TO DEVLOP SKILLS IN LEADERSHIP, GROUP COOPERATION, MONEY MANAGEMENT, AND PUBLIC SPEAKING. THE TIME AND EFFORT THAT HAS GONE INTO THIS CLUB IS DEFINITELY REWARDED BY THE MANY RESULTS THAT ARE SHARED BY THE GROUP.

TRAINING FOR CHANGE

THE RESPONSIBILITY OF THE MIGRANT CHILD EDUCATION PROGRAM TO ASSIST THE SCHOOLS AND OTHER AGENCIES TO MORE EFFECTIVELY SERVE MIGRANT CHILDREN AND THEIR FAMILIES IN A LONG-RANGE AND ENDURING MANNER IS PROBABLY THE MOST EFFECTIVE MEANS THAT WE HAVE TO ATTAIN SOCIAL JUSTICE THROUGH EQUAL EDUCATIONAL OPPORTUNITY.

ONE MEANS THAT THE REGION UTILIZES IN THE PURSUIT OF SOCIAL JUSTICE IS THE TRAINING OF SCHOOL STAFFS IN INSTRUCTIONAL OPITIONS WHICH ARE HOPEFULLY MORE EFFECTIVE IN MEETING THE NEEDS OF MIGRANT STUDENTS.

DEFENSE LANGUAGE INSTITUTE (DLI)
TEACHER TRAINER PROGRAM

THIS RHYTHMIC DRILL TECHNIQUE HAS STUDENTS SPEAKING ENGLISH THE FIRST DAY OF CLASS.

TITLE OF PROGRAM:	Defense Language Institute (DLI) Teacher Trainer Program
CLIENTS:	Classroom teachers of Migrant Children, Migrant Education Resource Teachers, E.S.L. Teachers, Language Specialist
CONTACT PERSON:	Tom Lugo 3340 Industrial Dr. Yuba City, Ca 95991
TELEPHONE NUMBER:	800-822-0101 (916) 671-0160
LOCATION OF PROGRAM:	Region II/Statewide

WHAT IS IT?

The Defense Language Institute program is a U.S. Military based program which provides an intensive and structured study of the English Language. The program utilizes all the language drill exercises, vocabulary exercises and extensive oral practice sessions necessary to good E.S.L. acquisition. A reading module also coincides to the language module. The program is a low cost and effective program available through the Department of Defense, Lackland Air Force Base. Training in use of the program is necessary to its implementation.

BACKGROUND

Since the inception of the Migrant Education program in California Migrant Child Education, Region II has pursued and promoted the use of effective E.S.L. programs in school districts throughout the State.

In 1977, in a combined effort with the State Department of Education, Region II identified the Defense Language Institute English as a Second Language program as an effective method to pilot for migrant high school students and parents. Two resource teachers were trained at that time.

Beginning in 1978 and continuing to the present, Region II has trained and maintained a certificated staff of 8 trainers who have accepted, in addition to their Resource Teacher duties, the responsibility of providing training to certificated staff within the Region and to Migrant Education programs statewide. Concurrent to the establishment of the DLI training format directed at secondary programs (7-12), Region II also initiated a duplicate approach for migrant parents.

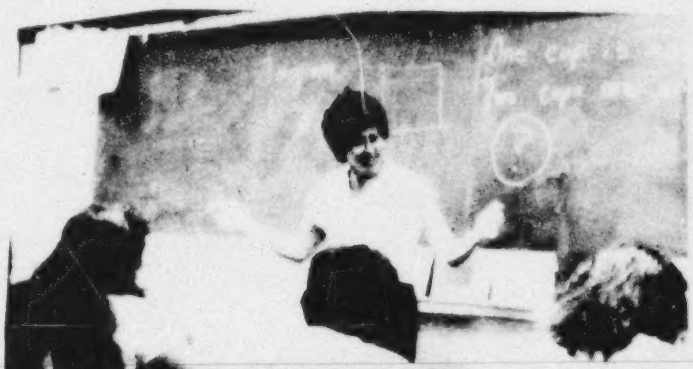
PRESENTLY A STAFF OF RESOURCE TEACHERS, IS AVAILABLE TO REGIONAL AND STATEWIDE MIGRANT EDUCATION PROGRAMS FOR TRAINING IN THE D.L.I. METHOD OF INSTRUCTION. IN ADDITION, TIME AND MATERIALS HAVE BEEN ALLOTTED TO IMPLEMENT THESE PROGRAMS IN VARIOUS MIGRANT IMPACTED SCHOOLS. CAREFUL EVALUATION OF PROGRESS, ENVIRONMENT, CLASS SIZE, AGE, TEACHER EFFECTIVENESS AND SCHOOL-COMMUNITY SUPPORT HAVE BEEN CONDUCTED TO PROVIDE INFORMATION FOR REVISIONS, AND UPGRADING.

PROGRAM OBJECTIVES:

1. TO IMPROVE THE SPOKEN ENGLISH OF MIGRANT CHILDREN.
2. TO IMPROVE E.S.L. TEACHING METHODS (DISTRICTS/REGIONS).
3. TO DEVELOP AN AWARENESS IN SCHOOL DISTRICTS OF THE NEED FOR FORMAL AND EFFECTIVE TEACHING OF ENGLISH AS A SECOND LANGUAGE.
4. TO PROVIDE INFORMATION AND TRAINING AND PROMOTE EFFECTIVE LANGUAGE PROGRAMS.
5. TO ASSIST DISTRICTS/MIGRANT PROGRAMS WITH EFFECTIVE E.S.L. DEVELOPMENT AT MINIMUM COSTS.

EVIDENCE OF EFFECTIVENESS:

1. STATEWIDE TRAININGS: APPROXIMATELY 25 SESSIONS.
2. REGIONAL TRAININGS - APPROXIMATELY 50.
3. DLI/QSE PROGRAMS IN EXISTENCE - 40.
4. CONFERENCE PRESENTATIONS - 10.
5. INDIVIDUAL ASSESSMENTS: EXCELLENT IN DISTRICT PROGRAMS AND DURING MIGRANT SUMMER CEP PROGRAMS.



QUICK START IN ENGLISH
LEARNING ENGLISH THE NATURAL WAY

THIS NON-THREATENING LANGUAGE DEVELOPMENT PROGRAM USES THE SOLID BASE OF A PROVEN DEVELOPMENTAL LANGUAGE SEQUENCE COMBINED WITH THE STARTLINGLY EFFECTIVE TOTAL PHYSICAL RESPONSE APPROACH TO MOVE CHILDREN RAPIDLY INTO SPOKEN ENGLISH.

TITLE OF PROGRAM:	QUICK START IN ENGLISH
CLIENTS:	CLASSROOM TEACHERS OF MIGRANT CHILDREN, MIGRANT EDUCATION RESOURCE TEACHERS, E.S.L. TEACHERS, LANGUAGE SPECIALIST
CONTACT PERSON:	TOM LUGO 3340 INDUSTRIAL DRIVE YUBA CITY, CA 95991
TELEPHONE NUMBER:	(916) 671-0160
LOCATION OF PROGRAM:	REGION II/STATEWIDE

WHAT IS IT?

QUICK START IN ENGLISH IS A TITLE IV-C DEVELOPED PROGRAM BY THE WHISMAN SCHOOL DISTRICT IN MOUNTAIN VIEW, CALIFORNIA. THE PROGRAM FOCUS IS ON A LANGUAGE STRUCTURE EMPHASIZING THE RECEPTIVE AND RESPONSIVE FACETS OF LANGUAGE ACQUISITION. THE FLEXIBILITY AND INFORMALITY OF THE QSE FORMAT ALLOW FOR UTILIZATION OF A VARIETY OF MATERIALS IN A WELL-STRUCTURED, SEQUENTIAL MANNER. QSE IS A LOW-COST PROGRAM THAT CAN BE SUPPLEMENTED, REVISED AND EMBELLISHED TO MEET THE NEEDS OF A VARIETY OF CHILDREN.

BACKGROUND

THE DISCOVERY OF THE QUICK START IN ENGLISH PROGRAM WAS ANOTHER PRODUCT OF THE ONGOING SEARCH FOR REALLY GOOD WAYS TO TEACH CHILDREN ENGLISH. FRANK LUDOVINA, REGIONAL DIRECTOR, FOLLOWED UP ON SOME STORIES ABOUT AN INNOVATIVE LANGUAGE PROGRAM DEVELOPED BY SOME TEACHERS IN THE WHISMAN SCHOOL DISTRICT BY SENDING SEVERAL RESOURCE TEACHERS TO A WEEK OF ON-SITE TRAINING. THOSE RESOURCE TEACHERS WERE IMPRESSED WITH THE PROGRAM AND RETURNED TO TRAIN ALL THE RESOURCE TEACHERS IN THE REGION. APPROXIMATELY TWO RESOURCE TEACHERS PER AREA BECAME REGIONAL AND STATEWIDE TRAINERS WHICH, OVER THE LAST THREE YEARS, HAS RESULTED IN THE TRAINING OF OVER 1,000 DISTRICT PERSONNEL IN THE QUICK START IN ENGLISH METHOD.

BENEFITS

QUICK START IN ENGLISH HAS A NUMBER OF BENEFITS IN LANGUAGE DEVELOPMENT. (1) IT IS BASED ON A WELL-RESEARCHED DEVELOPMENTAL SEQUENCE FOR THE LEARNING OF LANGUAGE (FIRST OR SECOND LANGUAGE). (2) TRAINING INCLUDES A GREATER UNDERSTANDING OF THE LANGUAGE DEVELOPMENT PROCESS IN PEOPLE, INCLUDING THE DEVELOPMENT OF RECEPTIVE LANGUAGE BEFORE EXPRESSIVE. THIS PROVIDES TEACHERS WITH A BASE OF UNDERSTANDING THAT

WILL IMPROVE THEIR TEACHING OF LANGUAGE TO ALL STUDENTS, WHETHER IT BE THE FIRST OR SECOND LANGUAGE. (3) THE EXPERIENTIAL APPROACH TO LEARNING: LISTENING, SAYING AND DOING ALSO PROMOTES MORE EFFECTIVE TEACHING FOR ALL TEACHERS IN ALL SUBJECT AREAS. (4) THE SOLID DEVELOPMENTAL SEQUENCE IS COMBINED WITH A FLEXIBLE FORMAT FOR TEACHING VOCABULARY, SO A TEACHER CAN INCORPORATE LANGUAGE USED IN CLASSROOM ACTIVITIES OR LESSONS INTO THE ESL FOR THE LIMITED OR NON-ENGLISH SPEAKING CHILD. (5) BECAUSE QSE USES THE NATURAL WAY (DEVELOPMENTAL), IT IS NON-THREATENING TO THE CHILD. SO, MIGRANT CHILDREN DO NOT HAVE TO SUFFER THE DEGREE OF STRESS THAT WAS PREVIOUSLY ASSUMED TO BE "NECESSARY" TO LEARN A SECOND LANGUAGE.

THE TRAINING PROGRAM

REGION II RESOURCE TEACHERS NOW PROVIDE TRAINING IN QSE IN SEVERAL FORMATS. THE MOST COMMON IS A TWO DAY, 10 TO 12 HOUR TRAINING, GENERALLY SCHEDULED FOR TWO SCHOOL DAYS; WITH A MAXIMUM OF TWENTY PARTICIPANTS. TRAINING COVERS: PHILOSOPHY, THE SEQUENTIAL LANGUAGE LEVELS, THE MULTIMODALITY TEACHING/QUESTIONING METHODS, PLACEMENT, TESTING, LESSON PLANNING AND REINFORCEMENT TECHNIQUES. DISCUSSIONS OF REALITIES OF IMPLEMENTATION ARE ALWAYS INCLUDED, ALONG WITH LOTS OF PRACTICE.

OTHER FORMATS FOR TRAINING HAVE INCLUDED AFTERNOON AND EVENING CLASSES OVER AN EIGHT WEEK PERIOD. CREDIT FOR CLASSES HAS BEEN AVAILABLE THROUGH U.C. DAVIS.

EVIDENCE OF EFFECTIVENESS

1. STATEWIDE TRAININGS: APPROXIMATELY 25 SESSIONS
2. REGIONAL TRAININGS: APPROXIMATELY 40
3. DLI/QSE PROGRAMS IN EXISTENCE: 40
4. CONFERENCE PRESENTATIONS: 10
5. INDIVIDUAL PROGRAM ASSESSMENTS

69

E.S.L. TEACHERS
(A PILOT THAT IS FLYING)

MIGRANT CHILD EDUCATION HIRES AND TRAINS A CREDENTIALED TEACHER IN THE LATEST ESL TECHNIQUES. SCHOOL DISTRICTS ASSIST IN FUNDING AND N.E.S./L.E.S. CHILDREN LEARN MORE ENGLISH.

TITLE OF PROGRAM:	CONTRACTED E.S.L. TEACHERS
CLIENTS SERVED:	MIGRANT CHILDREN
CONTACT PERSON:	FLAVIO VELEZ, COORDINATOR 3401 A-INDUSTRIAL DRIVE SANTA ROSA, CA 95401
PHONE NUMBER:	(707) 526-1272
LOCATION OF PROGRAM:	REGION II OFFICE 2060 THIRD STREET OROVILLE, CA 95965

WHAT IS IT?

A COOPERATIVE PROGRAM BETWEEN SCHOOL DISTRICT AND MCE TO PROVIDE CREDENTIALED ESL TEACHERS FOR L.E.S./ N.E.S. MIGRANT CHILDREN IN SMALL DISTRICTS THAT WOULD OTHERWISE NOT PROVIDE CREDENTIALED ESL INSTRUCTORS.

BACKGROUND

THE ESL CONTRACTED TEACHER CONCEPT WAS INITIATED IN REGION II UNDER THE INFLUENCE AND GUIDANCE OF FRANK LUDOVINA, DIRECTOR. THIS CONCEPT WAS PROMOTED BY THE AWARENESS THAT MANY SCHOOLS WERE AND ARE NOT PROVIDING ENGLISH AS A SECOND LANGUAGE (ESL) INSTRUCTION TO ENROLLED LIMITED ENGLISH SPEAKING/NON ENGLISH SPEAKING (LES/NES) STUDENTS. REASONS FOR THIS ARE:

1. DISTRICTS DID NOT WISH TO EMPLOY PERSONS WHO MAY BECOME PERMANENT BECAUSE FUTURE NEEDS OR FUNDING MAY BE NON-EXISTANT
2. MANY SMALLER DISTRICTS COULD NOT ATTRACT QUALITY TEACHERS BECAUSE OF THE LIMITED HOURS PER DAY/WEEK, FUNDING WILL ALLOW.

BOTH OF THE ABOVE PROBLEMS WERE SOLVED BY BUTTE COUNTY SUPERINTENDENT'S OFFICE EMPLOYING THE E.S.L. TEACHERS AT A FIXED HOURLY RATE ON A "TEMPORARY" BASIS WITH THE COUNTY BEING THE EMPLOYER; TEACHERS COULD BE ASSIGNED TO "POOLED" AREAS OF NEED. THIS MADE IT POSSIBLE FOR A TEACHER TO BE ASSURED OF ALMOST FULL-TIME WORK AS A "VISITING" E.S.L. TEACHER TO SEVERAL DISTRICTS.

FOR THESE SERVICES TO BE MADE AVAILABLE, AN AGREEMENT IS MADE WITH DISTRICTS FOR THE COUNTY REIMBURSEMENT OF THE ACTUAL HOURLY COSTS. DISTRICTS ARE ALSO RESPONSIBLE FOR MATERIALS NEEDED. MIGRANT CHILD EDUCATION'S CONTRIBUTIONS ARE:

1. TRAINING
2. PREP TIME WHERE NEEDED
3. TRANSPORTATION COSTS BETWEEN DISTRICTS

DISTRICT FUNDS CAN BE GENERATED FROM SEVERAL SOURCES, I.E., E.I.A., BILINGUAL, TITLE I OR TITLE VII.

WHERE

LAST YEAR THERE WERE TWO (2) E.S.L. TEACHERS IN AREA I. ONE WORKED TOTALLY WITHIN ONE DISTRICT WHILE THE OTHER SERVED TWO SMALL DISTRICTS. IN EACH CASE THE PROGRAM PROVIDED ONE-HOUR PAID PREP TIME.

IN AREA IV THE E.S.L. TEACHER PROGRAM WAS NEGOTIATED LAST YEAR WITH THE PARTICIPATING SCHOOLS AS FOLLOWS:

1. MIGRANT CHILD EDUCATION WILL BE RESPONSIBLE FOR ADVERTISING.
2. INTERVIEWS ARE DONE JOINTLY BY DISTRICT ADMINISTRATORS AND MIGRANT CHILD EDUCATION PERSONNEL.
3. SELECTION IS DONE JOINTLY.
4. THE TEACHER IS EMPLOYED BY THE BUTTE COUNTY SUPERINTENDENT OF SCHOOLS AND IS PLACED ON THEIR SALARY SCHEDULE OF $15.00 PER HOUR.
5. THE SCHOOLS INVOLVED REIMBURSE THE BUTTE COUNTY SUPERINTENDENT OF SCHOOLS-MIGRANT CHILD EDUCATION PROGRAM FOR THE NEGOTIATED AMOUNT.
6. MIGRANT CHILD EDUCATION WILL PAY MILEAGE BETWEEN SCHOOLS.
7. MIGRANT CHILD EDUCATION WILL PROVIDE TRAINING.
8. THE TEACHER IS SUPERVISED BY THE DISTRICT AND MONITORED BY MIGRANT CHILD EDUCATION.

WE FEEL THAT THIS PROGRAM PROVIDES BOTH IMMEDIATE AND LONG-TERM BENEFITS FOR MIGRANT CHILDREN, BY PROVIDING, AND ESTABLISHING A MODEL FOR GOOD E.S.L. INSTRUCTION.

IT IS ANTICIPATED THAT MORE DISTRICTS WILL BE LOOKING AT THE E.S.L. CONTRACTED TEACHER CONCEPT AS A VIABLE OPTION TO AIDE INSTRUCTION OF E.S.L.

IT IS A RELATIVELY NEW CONCEPT, BUT ONE THAT HAS PROVEN VERY EFFECTIVE OVER THE LAST TWO YEARS.

HUMAN DEVELOPMENT PROGRAM TRAINING

SKILLS AND ACTIVITIES THAT LEAD TO GREATER PERSONAL AWARENESS AND EFFECTIVENESS ON THE JOB.

THE HUMAN DEVELOPMENT PROGRAM TRAINING HAS BEEN IMPLEMENTED IN REGION II AS A VEHICLE OF TRAINING FOR MIGRANT PERSONNEL, PARENTS, MIGRANT STUDENTS, DISTRICT ADMINISTRATORS AND SCHOOL STAFF.

WHAT IS IT?

THE HUMAN DEVELOPMENT PROGRAM TRAINING IS AN APPROACH TO THE DEVELOPMENT OF HUMAN POTENTIAL WHICH USES EXPERIENTIAL METHODS TO TEACH AWARENESS, MASTERY AND SOCIAL INTERACTION SKILLS, USING THE BASIC TOOLS OF GOOD INTERPERSONAL COMMUNICATION. FIFTEEN MIGRANT CHILD EDUCATION RESOURCE TEACHERS WERE TRAINED TO BE HUMAN DEVELOPMENT PROGRAM TRAINERS AND ARE ABLE TO PROVIDE WORKSHOPS IN COMMUNICATION SKILLS, YO PUEDO (A BILINGUAL LEADERSHIP PROGRAM), THE CIRCLE OF WARMTH (FOR FAMILIES), MAGIC CIRCLE (ELEMENTARY LEVEL), INTERCHANGE (A HIGH SCHOOL SELF-ADVOCACY PROGRAM) AND PARENT EDUCATION AND STAFF DEVELOPMENT.

THESE PROGRAMS CAN BE USEFUL TO SCHOOL DISTRICT PERSONNEL AS WELL AS MIGRANT CHILD EDUCATION STAFF AND MIGRANT STUDENTS AND FAMILIES.

TITLE OF PROGRAM: HUMAN DEVELOPMENT PROGRAM TRAINING
CLIENTS SERVED: MCE PERSONNEL, PARENTS, MIGRANT STUDENTS, DISTRICT ADMINISTRATORS & SCHOOL STAFF
CONTACT PERSON: FRANK LUDOVINA, DIRECTOR
2060 3RD STREET
OROVILLE, CA 95951
PHONE NUMBER: (916) 533-2333
LOCATION OF PROGRAM: REGION WIDE

BACKGROUND

THE NEED FOR EFFECTIVE TRAINING FOR MIGRANT PARENTS STIMULATED FRANK LUDOVINA, REGIONAL DIRECTOR, TO SEEK OUT THE HUMAN DEVELOPMENT TRAINING INSTITUTE (HDTI) TO PROVIDE A BILINGUAL PROGRAM WHICH COULD OFFER PARENTS CONFIDENCE AND COMMUNICATION SKILLS WHICH WOULD ENABLE THEM TO BECOME ADVOCATES FOR THEMSELVES AND THEIR CHILDREN IN THE SCHOOL SYSTEM.

HDTI'S EMPHASIS ON AFFECTIVE EDUCATION BROUGHT RESULTS. PARENTS WERE ENTHUSED AND ASKED FOR MORE SIMILAR TRAINING FOR THEMSELVES AND FOR THEIR CHILDREN.

HDTI THEN PRESENTED THE YO PUEDO CONCEPT TO THE MIGRANT CHILD EDUCATION STAFF. RESOURCE TEACHERS WERE TRAINED AND BEGAN TO USE THIS PROGRAM WITH SECONDARY STUDENTS.

HDTI WAS SURPRISED TO LEARN OF THE COMPLEXITY OF THE MCE RESOURCE TEACHER POSITION AND OF ITS IMPORTANCE TO THE EDUCATION OF THE MIGRANT CHILD.

IN JULY, 1981 HDTI AND MIGRANT CHILD EDUCATION-REGION II BEGAN TO DEVELOP A

COMPREHENSIVE JOB DESCRIPTION FOR THE MCE RESOURCE TEACHER. THIS BRAINSTORMING DEVELOPED INTO A TRAINING PROGRAM FOCUSED ON NINE AREAS IN WHICH A RESOURCE TEACHER NEEDS TO BE COMPETENT. HDTI PROVIDED TRAINING IN SOME OF THESE COMPETENCY AREAS AND IT ASSISTED IN IMPLEMENTING AN ONGOING TRAINING PROCESS.

STAFF HAS BEEN ENTHUSIASTIC. RESULTS HAVE INCLUDED INCREASED UNDERSTANDING OF THE PROGRAM, ENTHUSIASM, IMPROVED COMMUNICATION SKILLS AND THE LEARNING OF MANY CONCEPTS AND TEACHING METHODS WHICH ARE ALREADY BEING SHARED WITH DISTRICT STAFF.

HUMAN DEVELOPMENT TRAINING IS AN ONGOING PROCESS AND REGION II IS LOOKING FORWARD TO REAPING CONTINUED BENEFITS FROM THE PROGRAM.

WE WOULD LIKE TO EXPRESS OUR APPRECIATION TO THE HUMAN DEVELOPMENT TRAINING INSTITUTE AND ITS EXCELLENT STAFF MEMBERS FOR THEIR FINE TRAINING AND SINCERE INTEREST IN THE DEVELOPMENT OF REGION II STAFF AND SERVICES TO BETTER SERVE MIGRANT CHILDREN.

THESE EXCERPTS ARE FROM: REVIEW OF THE LITERATURE OF RESEARCH INVESTIGATIONS OF THE MAGIC CIRCLE/ HUMAN DEVELOPMENT PROGRAM; PREPARED NOV., 1977 BY THE HUMAN DEVELOPMENT TRAINING INSTITUTE.

HDP Objectives:

Magic Circle and Innerchange curriculum materials, implemented through the use of the Human Development Program process model (circle session) are designed to promote in students:

1. improved self-concept
2. awareness of and respect for self and others
3. communication and language skills
4. relationship skills
5. decision-making and problem-solving skills
6. responsible behavior

Effectiveness of the Program Relative to Stated Objectives:

Self Concept. Twelve investigations measured the effects of MC/HDP on student self-concept and related variables. Results were almost equally divided. Seven reported either positive effects, strong positive trends, or mixed results with some positive trends (1, 5, 7, 19, 24, 26, 35). Five reported no significant effects (16, 17, 18, 20, 27).

Awareness and Respect for Self and Others. Three studies concerned themselves with variables related to this objective. Of those, two (9, 25) reported significant positive effects on student awareness.

Communication and Language Skills. One study of attending behavior in communication showed significant positive effects (35). Two studies (10, 21) measured the effects of MC/HDP on oral language development (specifically the development of affective vocabulary) and the results of both of these indicated HDP effectiveness. Two other reports (13, 29), regarding the effectiveness of HDP as an aid in language acquisition, indicate strong positive reports of student progress in English as a Second Language and Bilingual Education classes.

Relationship Skills. Of the six studies which measured variables having to do with building positive relationship skills, four (4, 9, 25, 33) showed positive effects and two (16, 32) indicated no effects.

Effectiveness of the Program Relative to Unstated Objectives:

Academic Performance. Of eight studies which measured the effects of MC/HDP on the academic performance of students, six (1, 2, 5, 11, 18, 27) reported significant academic gains in treatment groups. Two (24, 31) reported no significant differences.

Intellectual Functioning. Three studies measured the effects of MC/HDP on the intellectual functioning of students; all reported significant increases in intellectual functioning after MC/HDP treatment (2, 6, 23).

Remarks:

Aside from the almost total lack of research in most of the objective areas, we must acknowledge that the construct of self-concept, which was investigated by several researchers, is notoriously difficult to define, let alone measure. This, in addition to the fact that many investigators attempted to measure self-concept growth after an insufficient period of exposure to HDP, may offer clues as to the contradictory findings in the self-concept area.

Further, we openly claim validation for affective education in general from the current preventive mental health movement. Programs of career education, crime and substance abuse prevention, human relations, special education, adult education re-entry programs, etc. have gradually incorporated substantially stronger affective components due to research findings which have clearly established that information-only programs of this nature have had little or no impact on students.

Humane environments, feelings of personal worth, and effective inter-personal relations are assumed to have preventive value in reducing the amount of emotional, psychological and physical pathology around us. HDP assumes, further, that beyond prevention there is the possibility of unlimited growth, and it is this growth HDP attempts to facilitate.